University of North Carolina
PEMBROKE

Academic Catalog

2013-2014

Welcome from the Chancellor

The University of North Carolina at Pembroke was founded in 1887 as the first state-supported college for American Indians in the United States. It is a remarkable story of a people's passion for education and their belief that education is the foundation for a better life. From the beginning, the University's story is one of building opportunities and transforming lives and communities.

Today UNCP has grown into a comprehensive regional university that is part of the 17-member University of North Carolina system. Its mission has expanded over the years to serve all North Carolinians regardless of race, but its core purpose remains the same: to transform lives through education.

As you review our academic catalog, you will find 41 undergraduate and 18 graduate degree programs designed to provide students with a high-quality education at a very affordable price. UNCP offers an intimate teaching and learning environment that features small classes and outstanding faculty. Opportunities abound to engage in research, leadership, community service, the arts, organizations, athletics, and much more.

I invite you to review the catalog and our website (www.uncp.edu) to get to know us better; however, the best way to appreciate UNCP is to visit our beautiful campus and meet some of the great people here. When you do, you will discover that we are proud of our past, excited about the future, and we fully embrace our role in providing educational opportunities to students who wish to find their place in the world. Come experience UNCP's pride and dedication to your success. We welcome you to join us.

Sincerely,

Kyle R. Carter
Chancellor

UNIVERSITY of NORTH CAROLINA
PEMBROKE

Vol. LI

2013-2014 Catalog

Summer 2013

This catalog provides the basic information you will need about The University of North Carolina at Pembroke. It includes our history and current goals, admissions standards and requirements, tuition and other costs, sources of financial aid, and rules and regulations that govern student life. This catalog also describes our student organizations and other activities on the campus, lists courses and programs by department, and contains the name, rank, and educational background of each full-time faculty member.

PHONE NUMBERS (Campus Switchboard) .....(910) 521-6000

Academic Records and Transcripts.....521-6788
Admissions.....521-6262
Bookstore 521-6222
Career Center.....521-6270
Center for Academic Excellence 521-6625
College of Arts and Sciences.....521-6198
Counseling and Psychological Services 521-6202
Distance Education 521-6367
Division of Information Technology 521-6260
Financial Aid (Scholarships, Grants, Loans, Work-Study) 521-6255
Graduate Program in Public Administration 521-6637
Graduate Programs in Education 521-6221
Housing and Residence Life.....775-4253
Police and Public Safety 521-6235
Registration 521-6298
School of Business.....521-6214
School of Education 521-6221
School of Graduate Studies 521-6271
Student Affairs 521-6226
Student Life 521-6207
Summer School.....521-6224
Tuition, Fees, and Student Accounts 521-6329
University Center 521-6584

For additional phone numbers and Web addresses, visit www.uncp.edu/

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

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UNC Pembroke is one of sixteen universities in North Carolina that comprise The University of North Carolina. UNCP has a thirteen-member Board of Trustees and, like the other institutions of The University of North Carolina, is subject to the governing regulations of The Board of Governors of The University of North Carolina.

UNC Pembroke supports the protections available to members of its community under all applicable Federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246.

UNC Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, sexual orientation, or disability or because of the individual's honorable service in the Armed Services of the United States. Moreover, UNCP is open to people of all races and actively seeks to promote diversity by recruiting and enrolling American Indian, Black, Asian, and Hispanic students.

UNC Pembroke reserves the right to change without notice any fee, provision, offering, or requirement in this catalog, and to determine whether a student has satisfactorily met the requirements for admission or graduation.

The University of North Carolina at Pembroke is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of North Carolina at Pembroke.

UNC Pembroke is also accredited by* or is a member of:

The American Association of Colleges and Universities
The American Association of Colleges for Teacher Education
The American Association of State Colleges and Universities
The American Chemical Society*
The American Council on Education
The Association to Advance Collegiate Schools of Business*
The Commission on Accreditation of Athletic Training Education*
The Commission on Collegiate Nursing Education*
The Council for Accreditation of Counseling and Related Educational Programs*
The Council on Social Work Education*
National Association of Schools of Art and Design*
The National Association of Schools of Music*
The National Association of Schools of Public Affairs and Administration
The National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation*
The North Carolina Association of Colleges and Universities

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THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

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MISSION OF THE UNIVERSITY

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, at the graduate and undergraduate levels, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

VISION STATEMENT

The University of North Carolina at Pembroke will challenge students to embrace difference and adapt to change, think critically, communicate effectively, and become responsible citizens. Working from a strong foundation in the liberal arts, we will increase opportunities to infuse our curriculum with interdisciplinary innovation while promoting undergraduate and graduate research as well as international opportunities.

CORE VALUES STATEMENT

The faculty and staff of UNC Pembroke are guided by the following set of core values:

1) The commitment to serving the local region
2) The creation, exploration, evaluation, and articulation of ideas
3) The value of a liberal arts foundation as the basis of self-realization and lifelong learning
4) The importance of honor and integrity to learning and leadership as we educate students to be stewards of the world
5) The appreciation of the American Indian history of the university and local community
6) The appreciation of diversity and respect for the dignity and worth of every individual
7) The commitment to prepare graduate and undergraduate students to succeed in an ever-changing and increasingly technological global environment
8) The accessibility of education which leads to the enhancement of the economy and culture in the region
9) The maintenance of a sustainable, safe, healthful, attractive, and accessible campus

INSTITUTIONAL DISTINCTIVENESS STATEMENT

The University of North Carolina at Pembroke distinguishes itself from peer institutions by offering an affordable, highly personalized, student-centered education to diverse students. Founded in 1887 as an American Indian institution to serve the Lumbee people, UNCP is now also comprised

of students, faculty, and staff who possess differing attributes based on race, ethnicity, gender, sexual orientation, disability status, national origin, age, political affiliation, religion, and other characteristics. Diversity grounds intellectual pursuits and provides us with opportunities for discovery and ways to integrate all individuals and groups into the larger community, respecting and valuing their uniqueness while simultaneously advancing the University's historical tradition. UNC Pembroke thus prepares its students for life and leadership within a diverse society.

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

On March 7, 1887, Croatan Normal School was established after legislation sponsored by Representative Hamilton McMillan of Robeson County was enacted by the General Assembly of North Carolina. The law, which was in response to a petition from American Indians of the area, established a Board of Trustees and appropriated $500 to be used only for salaries. A clapboard, two-story building was constructed by local Indians at a site about one mile west of the present location, and the school opened with 15 students and one teacher in the fall of 1887. For many years, the instruction was at the elementary and secondary level, and the first diploma was awarded in 1905.

The school was moved to its present location in Pembroke, the center of the Indian community, in 1909. The General Assembly changed the name of the institution in 1911 to the Indian Normal School of Robeson County, and again in 1913 to the Cherokee Indian Normal School of Robeson County. In 1926, the Board of Trustees added a two-year normal (teacher training) program beyond high school and phased out elementary instruction. The first ten diplomas were awarded in 1928, when the state accredited the school as a "standard normal school."

In 1933, two-year college (junior college) coursework was added. In 1936, the third year of the normal and college curriculum was added, and, in 1939, a fourth year was added after the institution received a "senior college" rating. The first four-year degrees were conferred in 1940. In recognition of its new status, the General Assembly changed the name of the school in 1941 to Pembroke State College for Indians. Between 1939 and 1953, it was the only state-supported four-year college for Indians in the nation. The scope of the institution was widened in 1943 when non-teaching baccalaureate degrees were added, and, in 1945, when enrollment, previously limited to the Indians of Robeson County, was opened to people from all federally recognized Indian groups. In 1949, the General Assembly shortened the name to Pembroke State College.

The Board of Trustees approved the admission of white students up to 40 percent of the total enrollment in 1953, and, following the Supreme Court's school desegregation decision, opened the College to all qualified applicants without regard to race in 1954. Growth of over 500 percent followed during the next eight years. In 1969, the General Assembly changed the name again to Pembroke State University and designated the institution a regional university. Such universities were authorized "to provide undergraduate and graduate instruction in liberal arts, fine arts, and science, and in the learned professions, including teaching" and to "provide other graduate and undergraduate programs of instruction as are deemed necessary to meet the needs of their constituencies and of the State."

Three years later, in 1972, the General Assembly established the 16 campus University of North Carolina with Pembroke State University as one of the constituent institutions. The new structure was under the control of the Board of Governors, which was to coordinate the system of higher education, improve its quality, and encourage economical use of the state's resources. The Board of Governors approved the implementation of the Master of Arts in Education program by Pembroke State University in 1978, as well as several new undergraduate programs. Since that time, additional baccalaureate programs have been added, including nursing, and master's level programs have been implemented in Business Administration, Public Administration, School Counseling, and Clinical Mental Health Counseling.

Pembroke State University celebrated its centennial in 1987. On July 1, 1996, Pembroke State University officially became The University of North Carolina at Pembroke.

In 2000, a major in applied physics and four new Master of Arts programs were added. An Office of International Programs and the Esther G. Maynor Honors College were also instituted to

enhance scholarship. Since then, the University has added new baccalaureate programs, including Spanish, environmental science, and geo-environmental studies, as well as new graduate degrees, including the Master of School Administration (M.S.A.), the Master of Arts in Teaching (M.A.T.), the Master of Social Work (M.S.W.), and the Master of Science in Nursing (M.S.N.). Many classes at the undergraduate and graduate levels are available through distance learning, including the Internet.

UNCP was declared "North Carolina's Historically American Indian University" on July 5, 2005. From March 2012 to May 2013, the University held a 14-month celebration of the 125th anniversary of its founding.

THE CAMPUS

Located along the western edge of the Town of Pembroke in Robeson County, North Carolina, The University of North Carolina at Pembroke occupies 200 acres. It is easily accessible by automobile, 10 miles from Interstate 95 and two miles from U.S. 74. Commercial airline service is available at the Fayetteville Regional Airport and at the Southern Pines/Pinehurst Airport, each 40 miles from the campus. A map of the campus is available on the University website at www.uncp.edu/map.

The main entrance is off Odom Street, which runs north from NC 711. Lumbee Hall (1995) houses the Chancellor's Office and the Offices of Academic Affairs, Business Affairs, and Student Affairs, as well as Enrollment Planning and Recruitment, Undergraduate Admissions, Registrar, Financial Aid, Controller, Student Accounts, Institutional Effectiveness, Human Resources and General Counsel.

On the north end of campus are the Walter J. Pinchbeck Maintenance Building (2004), named for a former superintendent of buildings and grounds, which houses offices, maintenance, and the motor pool; the Soccer Field (2006); co-educational residential facilities: University Courtyard Apartments (2001), University Village Apartments (2003), and Cypress Hall (2011); the Health Sciences Building (2012), which houses the Department of Nursing and the Department of Social Work; Sampson Building (2007), named for Oscar R. Sampson, a former Chair of the Board of Trustees, which houses the departments of Psychology, Philosophy and Religion, and Sociology and Criminal Justice; and the Adolph L. Dial Humanities Building (1980), named for a professor of American Indian history, which houses the departments of English, Theatre, and Foreign Languages and History, a lecture theatre, and the English Resource Center. The north end of campus is also home to athletic facilities: Lumberton Radiological Associates (LRA) Field (softball); Sammy and Onita Cox Field (baseball); the tennis courts; and the Intramural Field (2002).

At the center of the campus is the English E. Jones Health and Physical Education Center (1972, 2005), named for a former Chancellor, which houses the Department of Health, Physical Education, and Recreation and has two gymnasiums, a natatorium with a swimming pool and diving tank, the Mac and Sylvia Campbell Wellness Center, a physiology laboratory, a small lecture hall, and two racquetball courts. The Auxiliary Services Building (1977, 2006) receives deliveries and houses the University Bookstore, campus Post Office, BravesCard office, Printing Center, and Purchasing Services, as well as Receiving and Central Stores; the Department of Police and Public Safety is located on the west side of the building. The Givens Performing Arts Center (1975), named for former Chancellor Paul R. Givens, houses the Theatre Arts program and provides an amphitheater style auditorium for an audience of 1600. In the James B. Chavis University Center (1987, 2003), named for the former Vice Chancellor of Student Affairs, the first floor houses the Information Booth, dining hall, Bert's, Chancellor's and Faculty dining rooms, snack bar, bowling alley, TV/games areas, the Hawk's Nest recreation center, a 24-hour computer lab and student lounge; on the second floor are Counseling and Psychological Services, the Career Center, and the offices of Student Involvement and Leadership, Greek Life, Intramurals/Campus Recreation, and Student Government. The University Center Annex (2007) includes three conference rooms, a large multi-purpose assembly room with a stage, two dressing rooms and a catering kitchen, and the offices of Housing and Residence Life, the *Indianhead* yearbook, and *The Aurochs* literary magazine.

Other facilities located in central campus, across Odom Street, are Carter Hall (2008), which

houses the Division of Information Technology, and Lindsay Hall (2011), home to the offices of Advancement, Alumni Relations, University Communications and Marketing, the School of Graduate Studies, and Sponsored Research and Programs. Beside University Road, along the western edge of central campus, is the Irwin Belk Athletic Complex (2002), home of Braves football and track and field; it includes Grace P. Johnson Stadium (2007), Lumbee Guaranty Bank Field (2002), the Dick and Lenore Taylor Track (2002), and the Bob Caton Field House (2007).

Also located in the center of campus, the Business Administration Building (1969, 1995) houses the School of Business, a computer lab, and the Interactive Video Facility. The Education Center (1976) houses the School of Education, the Office of University-School Programs, the Teacher Education Licensure Office, the Teaching Fellows Program, and curriculum and computer labs for Education majors. West Hall (1965) houses additional office space.

Most residence halls are located near the center of campus. In addition to Pine Hall (2000) and Oak Hall (2007), there are two women's residence halls, Mary Irwin Belk Hall (1970) and North Hall (1972).

The south of campus is a quadrangle with a water feature and amphitheater (2002), the Lowry Bell Tower (1981, 2003), and a gazebo. The D.F. Lowry Building (1965, 2007), named after the first graduate of the Croatan Normal School, contains the College Opportunity Program, Disability Support Services, the DoIT Help Desk, the University Writing Center, the Center for Academic Excellence, the Advising Center, and a study room. Locklear Hall (1950, 2005), named for American Indian educator Anderson Locklear, houses a gallery, classrooms, and studios of the Art Department. Jacobs Hall (1961), named for former Board of Trustees chair Rev. L.W. Jacobs, houses Community and Civic Engagement, Student Support Services, and other offices, while Wellons Hall (1965), named for former university President Ralph D. Wellons, houses additional office space. Moore Hall (1951, 2005), named for Rev. W.L. Moore, the first principal and teacher at the Croatan Normal School, contains the Music Department classrooms, auditorium, library, and studios, as well as practice rooms and facilities for the marching band and choirs.

The southeastern edge of the quadrangle is bordered by historic Old Main (1923, restored 1979), the oldest structure on campus and the only campus building listed on the National Register of Historic Places. Its first floor houses the offices of Multicultural and Minority Affairs as well as broadcasting studios (WNCP-TV), WNCP radio, and the Museum of the Native American Resource Center. On the second floor are the offices of the departments of American Indian Studies, Geology and Geography, and Mass Communication and the student newspaper, *The Pine Needle*. The Herbert G. Oxendine Science Building (1967, 2004), named for a former academic Dean, provides classrooms, laboratories, computer labs, and offices for the departments of Biology, Chemistry and Physics, Mathematics and Computer Science, and Political Science and Public Administration.

Along the southwestern border of the quadrangle is the Mary Livermore Library (1967, 1997), named after a former religion professor. The library provides access to approximately 400,000 volumes, 65,000 periodical titles (print and electronic), Special Collections (university archives), and a depository for U.S. government documents, as well as extensive electronic resources. West of the library are Student Health Services (1967, 2003), which provides health care and health educational services; Hickory Hall (1965, 1987), home of the College of Arts and Sciences and the Esther G. Maynor Honors College; and the Chancellor's Residence (1952, 1999).

The southwestern corner of campus contains the West Office Building (2001), which houses the Office of Distance Education; adjacent to it are the Dogwood Building (2004), which houses the Thomas Family Center for Entrepreneurship; the International House (2006), home of the Office of International Programs; and Magnolia House (2008), home of Aerospace Studies and Military Science.

The Regional Center (2004) is located off campus, about three miles east of Pembroke on NC 711, at the Carolina Commerce and Technology Center (COMTech).

ACADEMIC CALENDAR 2013-2014*

FALL SEMESTER 2013

August 10, Saturday	On-campus student housing opens for returning students.
August 12, Monday	On-campus student housing opens for freshmen who have attended Freshman Orientation.
August 14, Wednesday	**Undergraduate and Graduate classes begin.**
August 21, Wednesday	Online add/drop closes at 8 AM. Late registration fee applies.
August 27, Tuesday	Census date
September 2, Monday	**Holiday (Labor Day)**
September 9, Monday	Last day to withdraw from first-session 8-week courses
September 12, Thursday	Deadline for immunizations
October 1, Tuesday	Deadline for applying for Spring 2014 graduation
October 7, Monday	Second-session 8-week courses begin.
October 9, Wednesday	Last day to add/drop a second-session 8-week course Mid-semester undergraduate grades due
October 10-12, Thur.-Sat.	**Fall Break**
October 14, Monday	Classes resume.
October 14-18, Mon.-Fri.	**Advisement Week for Spring 2014**
October 16, Wednesday	Last day for undergraduates to drop a class with a "W" grade
October 16-17, Wed.-Thur.	Grad Finale
October 21, Monday	**Pre-registration for Spring 2014 begins for currently enrolled students.**
October 30, Wednesday	Last day to withdraw from second-session 8-week courses
November 4, Monday	Open registration for Spring 2014
November 11, Tuesday	Last day for undergraduates to withdraw from the University with documentation
November 26, Tuesday	Classes end.
November 27, Wednesday	Reading Day (No classes)
November 28-30, Thur.-Sat.	**Holidays (Thanksgiving)**
December 2-6, Mon. -Fri.	**Final examinations**
December 6, Friday	**7 PM - Graduate Winter Commencement**
December 7, Saturday	**10 AM - Undergraduate Winter Commencement**
December 9, Monsday	5 PM - Final grades due

*NOTE:

The University reserves the right to make any necessary changes in the academic calendar. Updated information on the academic calendar is available through the Registrar's Office on the University Website: **www.uncp.edu/registrar/calendars**

Dates for tuition, drop for nonpayment, and other related business policies may be obtained through the Office of the Controller on the University Website.

SPRING SEMESTER 2014

January 11, Saturday	On-campus student housing opens.
January 13, Monday	**Undergraduate and Graduate classes begin.**
January 17, Friday	Last day for undergraduates to drop/add a class Late registration fee applies.
January 20, Monday	**Holiday (Martin Luther King, Jr. Day)**
January 27, Monday	Census date
February 7, Friday	Last day to withdraw from first-session 8-week courses
February 11, Tuesday	Deadline for immunizations
February 28, Friday	Mid-semester undergraduate grades due
March 3, Monday	Deadline for applying for Winter 2014 graduation First-session 8-week course final grades due
March 3-8, Mon. - Sat.	**Spring Break**
March 10, Monday	Classes resume. Second-session 8-week courses begin.
March 14, Friday	Last day for undergraduates to drop a class with a "W" grade
March 17-21, Mon.-Fri.	**Advisement Week for Summer and Fall 2014**
March 19-20, Wed.-Thur.	Grad Finale
March 24-28, Mon.-Fri.	**Pre-registration for Summer and Fall 2014 for currently enrolled students.**
April 4, Friday	Last day to withdraw from a second session 8-week course
April 7, Monday	Last day to for undergraduates to withdraw from the University with documentation Open registration for Summer and Fall 2014
April 18, Friday	**Holiday (Good Friday)**
May 1, Thursday	Classes end.
May 2, Friday	Reading Day (No classes)
May 3 - 9, Mon.-Fri.	**Final examinations**
May 9, Friday	**7 PM - Graduate Spring Commencement**
May 10, Saturday	**10 AM - Undergraduate Spring Commencement**
May 12, Monday	Maymester begins. 5 PM - Final grades due

2014 SUMMER SESSION

Each summer, the University offers one intense pre-session (Maymester), two five-week regular sessions, and two three-week intrasessions. A detailed schedule is available through the Registrar's Office on the University Website: **www.uncp.edu/registrar/calendars**

ACADEMIC SERVICES AND FACILITIES

Summer School

Through the Office of Academic Affairs in Lumbee Hall, the University offers a MayMester, two five-week terms, and two three-week intra-sessions. Special workshops and institutes enrich the regular summer program, and visiting specialists augment the regular faculty when the need arises.

Through many curricular and extra-curricular activities, the summer session provides opportunities for teachers and others who are free for summer study. Many courses and workshops are open to individuals not seeking a degree but interested in gaining personal or professional knowledge.

A student entering The University of North Carolina at Pembroke for the first time as a beginning freshman, a transfer student, or a student who is returning to the University after an absence of one semester or more must meet all requirements for admission.

Transient students—students who are regularly enrolled at another institution of higher education and who wish to take courses at UNC Pembroke during the Summer Session for transfer to their home institution—must submit a form available from the Registrar's Office. This form must show that they are in good standing at their home institution and have their Dean's or Registrar's permission to enroll at UNCP. Admission to the Summer Session does not constitute admission to the University.

In-service teachers who wish to attend the Summer Session for license renewal or other purposes must submit an application. The application form and Summer Session Catalog may be obtained from the Academic Affairs Office.

Distance Education

With funding from the North Carolina Legislature, The University of North Carolina implemented distance education in 1999 as a method of providing statewide educational access through alternative program delivery methods to place-bound, non-traditional students. Consistent with The University of North Carolina at Pembroke's credo to encourage and promote "the pursuit of education as a lifelong experience so that its graduates will be equipped to meet the challenges of the twenty-first century," the Office of Distance Education functions primarily as a portal that provides the administrative support framework for various academic departments participating in exporting their courses and degree programs across the state and beyond. Programs designed for distance education delivery are offered through face-to-face, interactive video, online, and hybrid formats. Distance Education at UNCP is a dynamic program that seeks to meet the workforce needs of North Carolinians.

Off-Campus Sites: Through the Office of Distance Education, UNC Pembroke provides opportunities for place-bound, non-traditional students to participate in several degree programs (undergraduate and graduate) at a variety of off-campus sites across the Southeast region of North Carolina, including Sandhills Community College in Pinehurst, Richmond Community College in Hamlet, Fayetteville Technical Community College in Fayetteville, Cape Fear Community College in Wilmington, and Fort Bragg Military Installation in Fayetteville. At these remote locations, students can take courses and complete their degree programs without having to come to the main campus.

Online Programs: The Office of Distance Education coordinates and supports the development, authorization, and implementation of online degree programs. Internet-based programs include the B. S. in Business Administration with a concentration in Management and the B.A. in Criminal Justice. At the graduate level, the Master of Public Administration (MPA) is available in an online format. Several stand-alone courses in the School of Education, the School of Business, and the College of Arts and Sciences are also delivered fully or partially online to fulfill varying student needs. Specific information about online courses and programs may be obtained by contacting the Office of Distance Education or the appropriate academic department. The Office of Distance Education collaborates with the Southern Regional Education Board (SREB) Electronic Campus by posting UNC Pembroke's online courses and programs on the Electronic Campus dashboard each semester for participation by e-learners from SREB states.

Quality Assurance in Distance Education Courses: The academic integrity of UNC Pem-

broke's distance education programs is assured, in part, by insisting that regular faculty teach a significant number of the courses. Further, the full-time faculty who teach distance education courses are supplemented by a cadre of well-qualified and properly credentialed adjunct faculty. With the launch of UNC Online in 2008, the Online Quality Council was formed with the mandate of making ongoing recommendations for quality assurance in online programs at all 17 constituent campuses of The University of North Carolina. UNC Pembroke is represented on the council. The Office of Distance Education works with the Teaching and Learning Center, DoIT, and the Library to provide the requisite training for faculty who teach online or in the interactive video classroom. Additionally, one-on-one support is also provided for instructors who develop courses for online delivery.

Support Services: Working in conjunction with various student support services, the Office of Distance Education assures that online and off-campus students are seamlessly linked to critical learning resources and services. A full-time distance education staff is available at each of the major Distance Education sites to respond to student inquiries, assist with registration for classes, schedule instructional space, proctor exams for off-campus and online classes, and arrange instructional resources for faculty. Additionally, the Office of Distance Education provides orientation for new online students as well as maintaining equipment at off-site interactive video classrooms.

Library Services: The Mary Livermore Library is committed to supporting the teaching, learning, and research needs of students enrolled in off-campus or online courses. The Outreach/Distance Education Librarian provides dedicated reference and instructional services, expedited document delivery, and in-depth research consultation services. Upon request, the Library will mail books to home addresses if students are not enrolled in on-campus courses. Library staff will also scan reference book chapters, print journal articles, government documents, etc., and email these materials directly to students. In order to access electronic resources from off campus and to request materials using BraveCat, the Library's online catalog, students must have a library account and a PIN (Personal Identification Number). These library accounts are created automatically each semester, but, if assistance is needed, students can contact Circulation staff at 910.521.6516 or circ@uncp.edu. Library collections include approximately 400,000 print volumes, 150,000 e-Books, and 65,000 subscriptions to print and electronic serials. Access is also provided to more than 128 electronic databases.

Lateral Entry Teacher Certification Support: UNC Pembroke's School of Education supports lateral entry teacher education candidates who take courses to complete state licensure requirements. As mandated by the UNC Tomorrow Commission in 2007, "UNC should increase access to its educational programs—including academic courses, degree programs at all levels, and certificate programs—for traditional students, non-traditional students, and lifelong learners" (UNC Tomorrow Recommendation 4.2.1). The Lateral Entry Teacher Education Certification program is certainly one of the creative ways in which UNC Pembroke is contributing to workforce development.

Mary Livermore and Other Library Services

Named for a former UNCP Dean of Women and Professor of Religious Education, the Mary Livermore Library serves as the chief information resource center for the Pembroke campus, local communities, other libraries within The University of North Carolina system, and the world. The Library has approximately 400,000 print volumes, 150,000 e-Books, and 65,000 periodical subscriptions (print and electronic). Access is also provided to more than 128 electronic databases. The Special Collections/Archives area houses unique and valuable historical resources, including an extensive collection of materials on the Lumbee Indians, whose tribal home is Pembroke, NC. The Library also serves as a depository for selected state and federal documents and houses local history materials.

Library patrons are offered services which include assistance with reference, database searching, interlibrary loan, orientation tours, and library use instruction. Resources available to patrons include print and audiovisual materials for research and recreation; print and on-line serials; electronic databases; a computerized catalog; Internet access; computers, scanners, copiers, and microform readers/printers; large- and small-group study facilities; a computer laboratory; an electronic classroom; and multimedia equipment, including a TTY telephone and a Sorenson Video Relay Service (SVRS) station for speech-impaired, hard-of-hearing, or deaf individuals.

The resources are available to patrons 106 hours a week during academic sessions, with extended hours during fall and spring exam periods and a reduced schedule during summer, holidays, and between sessions. Electronic resources can be accessed 24/7 via the Library's website. Detailed information concerning services and hours is available by phone at the Circulation Desk (910.521.6516) or at the Reference Desk (910.521.6656). Patrons needing reference assistance may stop by the Reference Desk; send a question via email at refdesk@uncp.edu or the Ask-A-Librarian web form; or send an instant message or a text message.

Specialized Resource Centers, housing library materials appropriate for particular programs and departments, are found in several locations on campus. In the Educational Center, the School of Education maintains a Curriculum Laboratory and a Test Review Resource Center. The Music Resource Center, located on the first floor of Moore Hall, is a multi-purpose facility that serves the needs of both music students and faculty. This center houses recordings, scores, and listening facilities. The holdings of the Curriculum Laboratory and the Music Resource Center can be searched through BraveCat, the Mary Livermore Library's online catalog.

Division of Information Technology (DoIT)

The Division of Information Technology maintains the cyber-infrastructure necessary for the University to fulfill its mission of teaching, research, and service. By providing and managing campus networks—both wired and wireless—as well as Internet connectivity, telephone services, and technology infrastructure, DoIT provides the resources that UNCP's faculty, staff, and students rely on to do their work. Applications, servers, electronic file storage, teaching technologies, extensive wired and wireless networking, and Internet access are available throughout campus for the benefit of the University community.

High speed connectivity to the Internet and access to broadband research networks is possible through DoIT's agreement with the North Carolina Research and Education Network. This network access is provided in all academic buildings, and most residence halls have wireless access capability. In addition to information technology and computer services, DoIT manages the campus telephone services by using digital network telephony technologies (VoIP) with multiple connections to telephone service providers.

DoIT has designed and manages the campus's administrative computing infrastructure with dual data centers to ensure reliability of services. With this set-up, even if one data center fails, UNCP faculty, staff, and students continue to have access to vital applications. Advanced and energy-efficient technologies, including virtual server technologies, are used extensively; in addition, DoIT maintains a state-of-the-art Metrocluster Storage Area Network (one of few in North Carolina) that provides high speed, secure, and reliable digital storage to the University community.

A large part of DoIT's own mission is its commitment to clients. The Client Services area of DoIT provides user support for anyone on campus struggling with campus technologies by answering questions about both hardware and software. In addition to this targeted support, Client Services provides traditional and computer-based technology training resources, as well as individual tutoring sessions. Training topics include various software packages and, most importantly, computer security and appropriate use of digital resources. DoIT's Helpdesk is available for extended hours Monday through Thursday and limited hours Friday through Sunday by contacting the DoIT Helpdesk in person or calling (910) 521-6260 or e-mailing helpdesk@uncp.edu.

Academic Computing Resources

UNC Pembroke recognizes the importance of and promotes computer literacy among students, faculty, and staff. Although no specific computer courses are required, UNCP students have many opportunities to gain computer proficiency. Freshman Seminar classes include sections on computing, and in freshman composition classes, students use word processing software for writing papers. All teacher education programs require that future teachers have basic computer skills, and students majoring in business administration are required to take BUS 1090, Business Uses of the Computer. Additionally, many departments expect students to use computer software in some courses. To im-

prove computer literacy and proficiency among the entire University community, DoIT offers free training to students, faculty, and staff throughout the year. Helpful information concerning appropriate use of digital resources including copyright issues related to peer-to-peer file sharing is available on the DoIT Website at http://www.uncp.edu/doit.

Students' proficiency with technology requires easy access to computer resources. Each classroom building houses one or more computer facilities that are available during normal business hours. In addition, the Chavis University Center computer lab is available for extended hours; the Mary Livermore Library computer cluster is open daily as well as during the evening hours and on weekends, and computer labs in Cypress, Pine, and Oak Residence Halls are available to their residents at any time; other UNCP students may use those labs during the hours that personnel are staffing the facility.

DoIT promotes computer proficiency at UNCP by providing the entire University community with a choice of hardware, operating systems, and applications in classrooms, computer labs, offices, and living quarters. PCs can be found across campus; labs with Macintosh computers are located in Mary Livermore Library, Moore Hall, and Locklear Hall. Workstations (both PCs and Macs) in computer labs run either Windows or Macintosh operating systems and provide a variety of software including the Microsoft Office suite of applications, discipline-specific software, and a choice of Internet browsers. Specialized labs throughout campus support various disciplines including computer science, digital media creation, and geographic information systems. Furthermore, students, faculty, and staff can access discipline-specific software from any network connection by using a Web browser. The Virtual Computer Lab (VCL) provides access to software such as Web publishing, statistical packages, Mathematica, and other software packages specific to the sciences and other disciplines. Most classrooms have network connections, computer teaching stations, digital projectors, and various other teaching technologies. Blackboard, UNCP's course management system, provides fully online, hybrid, and traditional classroom courses. DoIT ensures computer proficiency and access to all students, staff, and faculty, including those who are challenged. Students with disabilities have Assistive Technology available to them, once the office of Disability Support Services has determined their eligibility under the Americans with Disabilities Act Amendment Act of 2009.

Once a person becomes part of the UNCP community—whether as an employee or a student—DoIT's support begins. All permanent faculty members have their choice of a Windows or Macintosh computer—either desktop or laptop—with access to the campus network. Faculty are provided an email account and can access Web hosting, network file storage, and course Web sites via Blackboard. Further, faculty and staff are free to attend computer training and to use DoIT's Helpdesk as needed. Student accounts are created upon admission, and, once established, they can access e-mail, class registration, course schedules, grades, and more through BraveWeb, the campus services Website at http://braveweb.uncp.edu. Student email is provided though the Microsoft-hosted BraveMail system, and students have access to Sky Drive file storage and network file storage. Students can access the campus network from any computer lab or their residence hall room.

DoIT is committed to supporting UNCP's mission of teaching, research, and service by providing a current, reliable, secure, and easily accessible computer infrastructure and resources. As UNCP grows in size, student population, and reach, DoIT intends to keep pace by increasing the resources necessary to ensure UNCP's continued success.

Division of Information Technology Media Services

DoIT's Media Services aids teaching, learning, and research for the campus by providing digital and media technology tools and services. Projects for classroom learning, research, seminars, marketing, and outreach are some of the applications routinely supported. Media Services maintains a pool of audio, video, and presentation equipment in the Mary Livermore Library for instructional and institutional use. Equipment is checked out to faculty and students on a first-come/first-served basis, with classroom use as a driving priority.

All general-purpose classrooms at UNCP are equipped with a computer-equipped teaching station featuring a standard wall-mounted remote control for the LCD projector and audio. Many classrooms have DVD/VCR combination players, and some rooms are also equipped with video

presenters, presentation whiteboards, and other technologies. In addition, the Center provides media equipment set-up and operation services for special events on campus. For more information concerning Media Services, contact the DoIT Helpdesk at the 521-6260, or email helpdesk@uncp.edu. Equipment requests may be submitted on-line using the request form available at http://www.uncp.edu/doit/media_services.

University Writing Center

The University Writing Center, located in the D.F. Lowry Building, assists UNCP students at any stage in the writing process, from conception and organization to revision and publication. The Writing Center staff works with students on any writing task, helping students focus, select, organize, and develop ideas in early drafts of writing and helping them review, improve, and strengthen later drafts before submission. Writing Center users have access to networked computers and printers and an extensive collection of writing reference materials. The Writing Center also provides assistance in computer-assisted writing and research, in cooperation with faculty and other campus support areas.

The University Writing Center staff includes a full-time director and a group of upperclassmen and graduate students from across the disciplines, chosen by the director, who have extensive training in the writing process, tutoring, and their Writing Center responsibilities. The director of the Writing Center communicates frequently with faculty to determine both the general needs of classes and the particular needs of individual students who use the center's services.

The University Writing Center opened at UNCP in May 1994 as a Title III-funded student support program and was granted permanent institutional support by the Office of Academic Affairs and the Department of English and Theatre in August 1998.

Center for Academic Excellence

The Center for Academic Excellence, located in the D.F. Lowry Building, is designed to provide a support system for students through numerous programs and activities: tutoring, computer-aided instruction, Supplemental Instruction, and mentoring. Through the HAWK Alert Program, a professor or staff member may recommend that a student seek help for a problem that threatens the student's academic success. Continued absence from class is usually the first and most significant indication that a student should be referred. Hawk Alert Specialists from the office work with the student to determine appropriate help and draws on existing programs and offices to find a workable solution.

Advising Center

The Advising Center, located in the D. F. Lowry Building, supports students who are still deciding upon a major through advisement and referrals to aid in the decision making process. The Center also assists students who are in transition between majors to guide them through the major change. The Advising Center houses New Student Orientation and Becoming BRAVE (Building Relationships and Valuing Education), which offers transition programming for first year as well as transfer students. Within Becoming BRAVE, FRS 1000 (Freshman Seminar), FRS 1010 (Learning Community). and TRS 1000 (Transfer Seminar) are coordinated through this office. The Center's websites www.uncp.edu/advising, www.uncp.edu/orientation and www.uncp.edu/fy provide information and links to support all students to include access to the Virtual Advisor and videos to assist in using Braveweb.

Office of International Programs

In today's global economy, the need for college graduates equipped with the skills to succeed in that economy, and for faculty prepared to teach them, has never been greater. Citizens of all types—whether parents of students, or local or other residents or interested parties—also need to understand the current world, the challenges that it presents, and the benefits to be accrued through informed participation. Businesses, likewise, must be prepared to compete in—and understand—the complexities of the contemporary world and marketplace.

The International Programs office advises the university and others on international matters, directs and carries out the university's international education activities, and serves as its main repre-

sentation abroad. Consistent with its mandate to internationalize the university community and to serve as a dynamic resource for the local community and beyond, the office promotes UNCP abroad; recruits and supports high-quality international degree-seeking and exchange students from all over the world; offers, creates, and manages Study Abroad opportunities for UNCP students while offering students and parents alike outstanding support from pre-departure onwards; serves as an internationalization support office for UNCP faculty and for in-bound and resident foreign scholars; and works with industry and community leaders to promote international understanding and skill sets. International Programs also directs the English Language Institute, which is described in more detail below.

Working with the University Counsel, International Programs is responsible for managing international contracts, has concluded—and continues to seek—contracts with a large number of high-profile institutions throughout the world, and offers (in concert with various UNCP offices and academic departments) cooperative degree and non-degree programs with partner institutions abroad. International Programs, in cooperation with the Center for Sponsored Research and Programs, also coordinates international grant and funding activities and works closely with the Office for Advancement.

English Language Institute

The English Language Institute (ELI) offers innovative programs in English as a Second Language (ESL) to UNCP's growing population of international students. Overseen by the International Programs office, ELI offers high-quality English instruction to non-native speakers. ELI's ESL instruction prepares international students to succeed, both academically and culturally, at UNCP, whether in the classroom or off-campus in social, cultural, and professional settings. In addition to the achievement of linguistic competency, the program also aims at making international students more comfortable with, and better-informed of, life in the United States. A significant amount of content and opportunity is leveraged through current and cultural events and by means of local and regional excursions.

TRIO Programs

TRIO Programs at UNCP, located in Jacobs Hall, Suites A and B, are designed to help meet the academic, cultural, and financial needs of participants in order that they may achieve a high success rate while in school.

Student Support Services is funded to serve two hundred college students at UNCP. The program offers the following services:

* instruction in Freshman Seminar
* tutoring on a one-to-one or a small group basis in all majors offered at the University
* study skills assistance in developing techniques of note-taking and test-taking
* assistance in applying for financial aid and scholarship programs
* guidance in academic, vocational, and personal/social concerns
* opportunities to participate in cultural activities
* access to reference and resource materials, which include magazines, paperbacks, and a file on current events.

Disability Support Services

The office of Disability Support Services, located in the D.F. Lowry Building, provides services to students who are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The mission of Disability Support Services is to create an accessible community where people are judged on their ability, not their disability. Disability Support Services strives to provide individuals with the tools by which they can better accomplish their educational goals.

Disability Support Services may be reached by calling (910) 521-6695 or by email at dss@uncp.edu. Office hours are Monday through Friday from 8:00am - 5:00pm. Appointments are requested. Special arrangements may be made to meet after hours for those who need it.

Any student requesting services must register with the office, provide documentation of a dis-

ability, and agree to follow the policies and procedures of Disability Support Services. An opportunity to register as a student with a disability is provided in the acceptance package from UNCP's Admissions Office, through access statements on syllabi, or by walking in or calling DSS to request an intake packet. A student may register with Disability Support Services anytime by making an appointment and providing necessary information to the Director. Accommodations for students with disabilities are not retroactive.

North Carolina Health Careers Access Program at UNCP (NC-HCAP)

The North Carolina Health Careers Access Program (NC-HCAP) at The University of North Carolina at Pembroke, located in Jacobs Hall, Suite F, is one of three centers of the North Carolina Health Careers Access Program (NC-HCAP). This interinstitutional program of the University of North Carolina was established in 1971 to address the serious shortage of health professionals in North Carolina, especially among underrepresented minorities and disadvantaged population groups. Interested students should contact the HCAP office at (910) 521-6673 or (910) 521-6493 or visit our webpage: www.uncp.edu/hcap.

Mission: To increase the number of underrepresented minorities or economically/educationally disadvantaged persons being trained for and employed in the health professions.

Purpose: The purpose of NC-HCAP is to provide recruitment, counseling, and enrichment services and activities for all UNCP students who are interested in pursuing medicine, optometry, dentistry, veterinary medicine, osteopathic medicine, pharmacy, podiatry, public health, and allied health fields of study.

The NC-HCAP at The University of North Carolina at Pembroke serves the Southeast region of North Carolina and offers the following services and activities:

* provides information on over 200 different health careers and on a broad range of health professions programs available in North Carolina and elsewhere;
* provides counseling for individuals seeking careers in the health professions for which training is available in the constituent institutions of The University of North Carolina system and in the North Carolina technical institutes and community colleges;
* provides retention and enrichment services for students enrolled in pre-profession health programs;
* provides professional study guides and review materials to assist students in preparing for health professions schools admissions tests (i.e., MCAT, DAT, PCAT, etc.);
* provides assistance with AMCAS applications;
* provides assistance with individual student mock interviews;
* coordinates seminars on admission procedures, entrance exams, curriculum requirements, and financial aid for health professions schools and graduate biomedical science programs;
* provides educational field trips to medical centers and health professions schools in North Carolina, and interaction with health professions schools' faculties, administrators, and students and with practicing health professionals;
* assists minority and disadvantaged students interested in health professions programs in identifying adequate financial aid resources;
* conducts Health Careers Information & Enrichment (HCIE) workshops for high school students and health careers clubs;
* sponsors a Health Careers Club at UNCP for enrolled health science majors and others interested in pursuing careers in the health professions.

Clinical Health Summer Program (CHSP)

NC-HCAP also sponsors a seven-week educational work/learning clinical health experience held each year during May through June. The 40-hour-a-week salaried positions consist of both clinical experiences in health care agencies and academic enrichment experiences for underrepresented minorities or economically/educationally disadvantaged health science majors interested in health-related careers. For additional program information, please visit our webpage: www.uncp.edu/hcap/chsp

Native American Resource Center

The Native American Resource Center is a multi-faceted research institute and museum. The mission of the Native American Resource Center is to educate and serve the public about the prehistory, history, culture, art, and contemporary issues of American Indians, with special emphasis on the Robeson County Native American community; to conduct scholarly research; to collect and preserve the material culture of Native America; to encourage American Indian artists and craftspersons; and to cooperate on a wide range of projects with other agencies concerned with American Indians.

Located on the first floor of Old Main, the Center offers a rich collection of authentic American Indian artifacts, handicrafts, art, books, and audio and video recordings about Native Americans. An exciting variety of exhibits is on display, including prehistoric tools and weapons, 19th century Lumbee household and farm equipment, and contemporary Indian art. Indian cultures from various parts of the Americas are represented by characteristic artifacts.

WNCP Television Station

WNCP-TV is the University's cable television station. The station is operated by the students, staff, and faculty of the Department of Mass Communication and supports the academic program in Broadcasting by providing its students with a strong practical working environment to gain needed production experience.

WNCP-TV also supports both the university and the surrounding communities by providing programming to regional broadcast and cable outlets and the web.

The shows produced for WNCP-TV cover a wide range of topics including news, sports, public affairs, entertainment, and special programs such as live events around the campus.

WNCP-TV facilities include a three-camera studio, control room, video editing suites, Macintosh Lab, and remote production van.

The Teaching and Learning Center

The Teaching and Learning Center, located in the Health Sciences Building, promotes teaching excellence by generating the ideas, activities, and enthusiasm that foster quality teaching and learning. The TLC seeks to foster an environment where teaching is rewarded and recognized as an opportunity and a privilege. It provides faculty with opportunities to attend weekly presentations and workshops on teaching, the annual Summer Institute on Online and Hybrid Course Development, and the annual Faculty Development Day. Faculty can also participate in teaching circles; have access to learning resources; and apply for grants for research and professional development, teaching enhancement, and travel to professional conferences.

The Teaching and Learning Center assists faculty with the preparation of promotion and tenure materials. The TLC also provides mentors for new faculty and participates in the annual New Faculty Orientation Program.

Office of Sponsored Research and Programs

The Office of Sponsored Research and Programs (OSRP) is part of the School of Graduate Studies and Research. OSRP serves as the clearinghouse for externally sponsored grant, contract, and cooperative agreements engaged in by faculty, staff, and administrators. The staff provides guidance and support in identifying funding sources, developing grant proposals, and ensuring compliance with University and federal regulations. The Office maintains University-wide grant records and reports all proposals and awards through the UNC system electronic research administration database. Common types of funded activities include research grants, programmatic grants, training grants, research career programs, undergraduate research, minority programs in science and math, community outreach programs, and economic development projects and partnerships. The Office sponsors grant writing workshops on various aspects of proposal development and grant management. More information may be found at www.uncp.edu/osrp.

Institutional Effectiveness

The Office of Institutional Effectiveness (OIE) strives to ensure student success through the collection and analysis of data regarding students, faculty and staff as well as institutional programs and facilities. Reports generated from this data are used internally to support institutional decision making and are also transmitted to the University of North Carolina's Office of the President and other external agencies. OIE also has responsibilities in the areas of institutional research, assessment, and strategic planning. More information on the office and university data can be found at www.uncp.edu/ie.

Regional Center

The Regional Center is located off campus at the Carolina Commerce and Technology Center (COMTech) on Livermore Drive. Established in 2000, the mission of the Regional Center fosters regional collaboration, enhances business development, and empowers communities for quality of life betterment in southeastern North Carolina. The Regional Center addresses the diverse needs of the region through initiatives to increase resources, establish networks, and provide training. The Regional Center provides outreach services to the citizens, businesses, governments and nonprofit organizations throughout the region. These outreach services are executed in cooperation with organizations to provide management development programs, health care initiatives, customized training, consulting, grants development, planning and technical assistance, conference designing and implementation, and economic and social research.

Professional Development: The center offers non-credit workshops leading to a certificate in areas such as management development and leadership development with concentrated study in group dynamics, communications, quality, change, and strategic planning. These programs are offered to the public but can also be tailored to meet an organization's specific needs, with instruction arranged on-site and online, and courses may qualify for Continuing Education Units of credit (CEUs).

Short Courses, Institutes, and Conferences: In addition to helping students meet licensure requirements, the University meets special needs of students through this program and continues the tradition of providing education to all segments of the population for personal and professional enrichment. The University awards Continuing Education Units (CEUs) to participants in qualified programs. Continuing Education Units are a part of a nationwide recording system to provide a uniform measure of attainment in non-credit educational programs. One CEU at UNC Pembroke is defined as "ten contact hours of participation in an organized continuing education experience under responsible, capable direction, and qualified instruction."

Youth Programs: The Regional Center provides numerous opportunities for youth involvement that include summer programs such as Kids College, Teen College, EntreU, and, based on funding, a Summer Transportation Institute and Summer Science Symposiums.

Small Business and Technology Development Center: Operated as an inter-institutional program of The University of North Carolina, SBTDC provides information and individualized counseling services to citizens who are starting a business or existing businesses interested in expansion.

Community Services: The center supports community agencies and the nonprofit sector through services such as community organizing and leadership development. Healthy Start, a national infant mortality initiative, is administered by the Regional Center under Community Health Alliance, as is Youth Start, which provides comprehensive services for in-school youth aged 14-18.

Thomas Family Center for Entrepreneurship

The Thomas Family Center for Entrepreneurship (TFCE) is located in the Dogwood Building. The TFCE management recognizes the correlation between economic development and entrepreneurship and therefore is committed to entrepreneurship education and to entrepreneurial development. Its ambition is to stimulate entrepreneurial thinking amongst the UNCP student body as well as assist and support entrepreneurs and new ventures in the Southeastern North Carolina region. As a consequence, the mission of the TFCE is focused on education, research, planning, and community engagement.

Established in 2006, the TFCE was enabled by a generous gift from The Thomas Family Foundation, founded by James and Sally Thomas. TFCE consultants reach out and support the community by providing one-on-one consulting and evaluation services for local entrepreneurs while assisting students in developing entrepreneurial competencies and knowledge. The result is to extend entrepreneurship education outside the classroom by allowing students to work with local entrepreneurs on critical business challenges. Experiential learning is a great asset to the entrepreneurship students. At the same time, local businesses benefit from the knowledge and advice provided. The TFCE web site (www.uncp.edu/tfce) provides details on the academic and entrepreneurial business consulting provided.

UNDERGRADUATE ACADEMIC PROGRAMS

Baccalaureate Degrees 21
Academic Enrichment Courses 24
General Education 26
The Writing Intensive Program 34
Esther G. Maynor Honors College 37
Bachelor of Interdisciplinary Studies 40
Teacher Education 49
Special Programs and Interdisciplinary Programs 50

BACCALAUREATE DEGREE PROGRAMS AND AREAS OF STUDY

Accounting and Information Technology
- Accounting, B.S.

American Indian Studies, B.A.

Art, B.A.
- Art
- Art Education (K-12)

Biology
- Biology, B.S.
  - Botany
  - Molecular Biology
  - Zoology
  - Biomedical Emphasis
  - Environmental Biology
  - Pre-Physical/Occupational Therapy
- Biotechnology, B.S.
- Environmental Science, B.S.
- Science Education, B.S. (9-12, 6-9)
  - Biology, Chemistry, Earth Science, Physics, or Middle Grades Science

Biotechnology, B.S. (see Biology, Chemistry and Physics)

Chemistry and Physics
- Biotechnology, B.S.
- Chemistry, B.S.
  - Professional
  - Molecular Biotechnology
  - Pre-Health Professions
  - Forensic Chemistry
  - Environmental Chemistry
  - Pre-Pharmacy
- Applied Physics, B.S.

Economics, Finance, and Decision Sciences
- Business Administration, B.S.
  - Economics
  - Finance

Educational Specialties
- Birth - Kindergarten Education, B.S.
- Special Education, B.S. (K-12)

Elementary Education
- Elementary Education, B.S. (K-6)

English and Theatre
- English, B.A.
  - English
  - English Education Licensure
    - Secondary Education 9-12
    - Middle Grades Language Arts Education 6-9
  - Theatre Arts

Entrepreneurship
- Business Administration, B.S.
  - Entrepreneurship

Foreign Languages
- Spanish, B.A.
  - Spanish
  - Spanish Licensure (K-12)

Geology and Geography
- Geo-Environmental Studies, B.S.

Health, Physical Education, and Recreation
- Physical Education, B.S.
  - Health/Physical Education Licensure (K-12)
- Exercise and Sport Science, B.S.
  - Health Promotion
  - Recreation
  - Exercise Physiology
  - Sport Management
- Athletic Training, B.S.

History
- History, B.A.
  - History
  - Social Studies Education Licensure (9-12, 6-9)
- American Studies, B.A.

Interdisciplinary Studies, B.I.S
- Applied Professional Studies
- Applied Information Technology
- Criminal Justice
- Hospitality
- Public and Non-Profit Administration

Management, Marketing, and International Business
- Business Administration, B.S.
  - International Business
  - Management
  - Marketing

Mass Communication, B.S.
- Broadcasting
- Journalism
- Public Relations

Mathematics and Computer Science
- Mathematics, B.S.
  - Mathematics
  - Mathematics Education Licensure (9-12, 6-9)
- Computer Science, B.S.
- Information Technology, B.S.

Music
- Music, B.M. (with Licensure K-12)
  - Vocal Emphasis
  - Instrumental Emphasis
  - Keyboard Emphasis/Vocal
  - Keyboard Emphasis/Instrumental
- Music, B.M.
  - Musical Theatre
- Music, B.A.
  - Music
  - Music with Elective Studies in Business
    - Classical Emphasis
    - Jazz and Commercial Music Emphasis

Nursing
- Nursing, B.S.N. (for Registered Nurses)
- Nursing, B.S.N.

BACCALAUREATE DEGREE PROGRAMS AND AREAS OF STUDY (cont.)

Philosophy and Religion, B.A.
Political Science
Political Science, B.A.
Political Science
Pre-Law
International Studies
Psychology
Psychology, B.S.

Public Administration
Political Science, B.A.
Public Administration
Science Education, B.S. (see Biology)
Social Work, B.S.W.
Social Work
Sociology and Criminal Justice
Sociology, B.A.
Criminal Justice, B.A.

REQUIREMENTS AND OPTIONS FOR A BACCALAUREATE DEGREE

Each student is responsible for proper completion of his or her academic program, for familiarity with the University of North Carolina Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

To earn a baccalaureate degree from the University of North Carolina at Pembroke, students must earn between 120 and 128 hours of course credit in a program of study that includes a Freshman Seminar (FRS 100), required of all freshmen during their first 15 hours, a General Education program of 44 hours, and at least one academic major.

UNC Pembroke operates on the traditional two-semester system and offers an extensive summer program designed to permit the academic acceleration of regular university students and to serve the needs of public school teachers. Summer Session is divided into two terms.

REQUIREMENTS FOR A MAJOR

A major is a planned program of study of between 30-50 semester hours of course credit, exclusive of courses applied to satisfy General Education requirements. At least 15 hours of credit must be in courses numbered above 2999.

Detailed requirements for majors have been established by each department and can be found in the sections of this catalog describing undergraduate programs of study in the College of Arts and Sciences, the School of Business, and the School of Education.

REQUIREMENTS FOR A DOUBLE MAJOR

A student may elect to earn majors in two separate disciplines on the condition that the student meets all requirements for each major. The student who completes requirements for more than one major will receive only one degree, but at the time of initial graduation, the record will indicate both majors.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A student with a bachelor's degree may receive a second baccalaureate degree as long as the second degree is in a different major and by meeting the following requirements:

(1) The student must meet all the requirements for the second degree and major.
(2) The student must complete a minimum of 30 hours in residence beyond the requirement for the first degree. (A minimum of 150 hours is required.)
(3) The student must meet with the major department chair to determine an individual education plan. This plan must be forwarded to the Registrar.

A student without a bachelor's degree may receive two different baccalaureate degrees by fulfilling the following requirements:

(1) The student must meet all the requirements for one degree (primary major).
(2) The student must complete a minimum of 30 unduplicated hours in a different major and a different degree (secondary major). (A minimum of 150 hours is required.)
(3) The student must meet with both major department chairs to determine an individual education plan. This plan must be forwarded to the Registrar.

NOTE: For students earning a baccalaureate degree other than their first, a 50% tuition surcharge shall be applied to all counted credit hours that exceed 110% percent of the minimum additional credit hours needed to earn the additional baccalaureate degree.

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

Students earning a baccalaureate degree may take advantage of one or more special programs. Teacher Education and Health Professions Programs are described below. The Evening and Distance Programs are described under the School of Business. Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC) are described under the School of Education. The following programs are described in detail under Special Programs and Interdisciplinary Majors and Minors.

SPECIAL PROGRAMS and INTERDISCIPLINARY MAJORS and MINORS	
Maynor Honors College Program	British Studies Minor
Bachelor of Interdisciplinary Studies Program	Entrepreneurship Minor
Teaching Fellows Program	Gender Studies Minor
College Opportunity Program	Hispanic Studies Minor
Career Development Program	Jewish and Middle Eastern Studies Minor
Entrepreneurship Certificate Program	Media Integration Studies Minor
American Studies Minor	Non-Profit Leadership Minor
African American Studies Minor	Personnel & Organizational Leadership Minor
Applied Gerontology Minor	Substance Abuse Minor
Asian Studies Minor	Terrorism Studies Minor
	World Studies Minor

ACADEMIC AND PROFESSIONAL CONCENTRATIONS

In addition to majors and minors, a number of departments offer academic or professional concentrations. Any concentration requires at least 18 semester hours, depending on departmental requirements. A student must have a minimum cumulative QPA of 2.0 in academic and professional concentration courses to receive credit for the concentration. Teacher Education majors subject to The University of North Carolina requirement for completion of a concentration in a basic academic discipline may select one of these academic or professional concentrations to fulfill that requirement or may choose to earn a second major of 30 hours in Philosophy and Religion. Any student may elect to complete an academic or professional concentration in addition to a major. Students considering academic or professional concentrations should consult the appropriate academic department in the College of Arts and Sciences and School of Education sections.

ACADEMIC/ PROFESSIONAL CONCENTRATIONS	
American Indian Studies	Music
Art	Physics
Biology	Political Science
English	Psychology
Exercise and Sport Science	Reading
Geography	Sociology
Geology	Spanish
History	Special Education
Mathematics	Teaching English as a Second Language

REQUIREMENTS FOR A MINOR

A recognized minor ordinarily consists of 18 to 21 semester hours of courses. With the approval of the department granting the minor, up to six hours of the courses counted toward a minor may be used to satisfy General Education, major requirements, or requirements of an additional minor. The award of a minor requires a minimum cumulative QPA of 2.0 in the minor and the formal approval of the department concerned. Successful completion of a minor will be noted on the student's official transcript. Student participation in minor programs will be optional. For more information see departments in undergraduate programs sections or, for *interdisciplinary minors, see Special Programs.

ACADEMIC MINORS		
*African American Studies	*Hispanic Studies	Physical Education
American Indian Studies	History	Physics
*American Studies	Information Technology	Political Science
*Applied Gerontology	International Sociology	Psychology
Art History	Jazz Studies	Public Policy & Administration
*Asian Studies	*Jewish and Middle Eastern Studies	Public Relations
Athletic Coaching	Journalism	Quantitative Finance
Biology	Legal Studies	Recreation
*British Studies	Literature	Religion
Broadcasting	Management	Rhetoric and Professional Writing
Business Administration	Marketing	Sacred Music
Computer Science	Mathematics	Social Welfare
Creative Writing	Medical Sociology	Sociology
Criminal Justice	Music	Spanish
Economics	Music Business	Speech
English	Musical Theatre	Studio Art
*Entrepreneurship	*Media Integration Studies	*Substance Abuse
Finance	*Non-Profit Leadership	TESOL
French	*Personnel & Organizational Leadership	*Terrorism Studies
*Gender Studies	Philosophy	Theatre
Geography	Philosophy & Religion	*World Studies
Geology		
Health Promotion		

ACADEMIC ENRICHMENT COURSES

FRESHMAN SEMINAR

Coordinator: Elizabeth Froeba

FRS 1000 introduces students to UNCP and college life by covering such varied topics as success in academic courses and the possibilities and responsibilities of life on a college campus. The class will include discussions and activities about academic challenges, independence, time management, and becoming an integral part of the UNCP experience. If students have already declared a major, then they will be enrolled in an FRS 1000 course specifically tailored to the needs of that course of study; undeclared students will participate in FRS 1000 courses that will help them consider areas of possible interest and future plans. Students involved in a Living Learning Community will take the course together. This class is a gateway to the university that enables students to connect to faculty and academic services while also introducing strategies to be successful in college. A grade of "C" (2.0) or better must be earned to satisfy the Freshman Seminar requirement.

COURSES (FRS)

FRS 1000. Freshman Seminar

General introduction to the academic substance, study methods, and special adjustment problems of university life. Conducted by faculty and staff from various departments. Required of all incoming freshmen during their first fifteen credit hours of course work at the University. Credit, 1 semester hour.

FRS 1010. Learning Community

FRS 1010 is a non-credit-bearing course that allows members of a learning community to receive additional information regarding their community, interact with community members, and attend events that will strengthen their academic and social integration at UNCP. Credit, 0 semester hour. PREREQ: Admission to the Learning Community.

TRANSFER STUDENT SEMINAR

Coordinator: Elizabeth Froeba

The purpose of Transfer Student Seminar is to help immerse transfer students into the academic life and social life at UNC Pembroke. This course aims to give students the know-how on how to not only navigate the campus at UNC Pembroke, but to also become familiar with the academic and University policies on campus and to familiarize students with the resources that UNC Pembroke has to offer.

COURSE (TRS)

TRS 1000. New Transfer Seminar

A general introduction to the University consisting of policies, procedures, and resources. Students will also reflect on their academic study skills, the way they view change, and utilization of information technology. Credit, 1 semester hour.

INTRODUCTION TO ACADEMIC RESEARCH

Coordinator: TBA

This course explores all of the major facets of the academic research process. We will discuss the nature of information (how it is created, how it is organized, why it is useful–both academically and in everyday life, etc.). We will discuss the benefits and limitations of different resource types. We will cover topic development, the creation and use of effective search strings, the use of catalogs and databases, the use of discipline-specific information sources, the use of government and statistical sources, critical evaluation of sources, plagiarism and how to avoid it, and citation styles as they relate to specific disciplines. Students can approach this course as a general introduction to important academic skills, or they can also use it as a form of companion course for other courses, in which there is a significant research-based academic assignment.

COURSE (LIB)

LIB 1000. Introduction to Academic Research

This general elective course will introduce students to the basic information literacy skills necessary to locate, critically evaluate, and ethically use information for academic research assignments. It is ideal for both new students and transfer students. Credit, 1 semester hour.

CAREER DEVELOPMENT PROGRAM

Director: Karen Pruett

This program, offered by the Career Center, is designed for students at all academic levels and in all majors. The purpose of the program is to assist students in developing the skills required for successful, lifelong career planning.

COURSE (CAR)

CAR 1010. Introduction to Career Development

Students are exposed to all aspects of the career planning process, including self-assessment, decision-making related to choosing a major and identifying related career options, goal setting, career and job research, and job search tools and strategies. Credit, 2 semester hours.

GENERAL EDUCATION PROGRAM

Graduation from The University of North Carolina at Pembroke is based on successful completion of General Education, which is required for all baccalaureate degrees, and upon successful completion of a specialized program for a major.

The University of North Carolina at Pembroke seeks to graduate students with broad vision, who are sensitive to values, who recognize the complexity of social problems, and who will be contributing citizens with an international perspective and an appreciation for achievements of diverse civilizations. In addition to meeting all major program requirements, students awarded baccalaureate degrees by The University of North Carolina at Pembroke are required to complete a 44-hour General Education program. The General Education program has been designed to provide students with an understanding of the fundamental principles and contributions of a variety of disciplines and to foster the ability to analyze and weigh evidence, exercise quantitative and scientific skills, make informed decisions, write and speak clearly, and think critically and creatively. To ensure that the goals and objectives are met, course substitutions are not allowed. The goals and objectives for the General Education Program are:

I. Skills

Communication—The UNCP graduate will communicate effectively in writing, speaking, and listening.

The student will

- use written and oral language appropriate to various audiences and purposes;
- develop logical arguments that are defended by supporting points, in part by locating material from appropriate sources and by correctly using and documenting those sources; and
- listen to, understand, and evaluate the communication and communicative contexts of diverse speakers and writers.

Critical Thinking—The UNCP graduate will read and think critically.

The student will

- distinguish between facts and opinions, judgments and inferences, inductive and deductive arguments, and reliable and invalid sources of information;
- successfully apply critical reading skills to a wide range of materials; and
- demonstrate the ability to apply critical thinking skills to the interpretation and analysis of information from a variety of sources.

Problem Solving—The UNCP graduate will be a creative problem solver.

The student will

- identify and define a problem,
- collect and organize information necessary to solve a problem,
- select and conduct appropriate analysis to solve a problem, and
- make decisions based on evidence and reasoning.

Mathematics—The UNCP graduate will use quantitative methods and mathematical principles to recognize and solve problems, interpret data, and perform basic computation.

The student will

- express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic form while solving a variety of problems;
- apply basic math principles to practical situations; and
- be able to demonstrate mathematical literacy.

Technology—The UNCP graduate will understand the role of technology, have the skills necessary to use it, and be able to recognize and adapt to new technologies.

The student will

- demonstrate knowledge of current/modern technologies,
- use appropriate technology in the evaluation, analysis, and synthesis of information, and
- collaborate with others using technology tools.

II. Knowledge

Arts, Literature, History, and Ideas—The UNCP graduate will demonstrate knowledge of, appreciation for, and understanding of contributions to society of the fine and performing arts, literary works, world civilizations and their histories, and philosophic and religious belief systems.

The student will

- o recognize the contribution of the fine, performing, and literary arts to the human experience; identify the contributions of diverse artists; and evaluate the significance of their works;
- o identify how historical forces influence current events; demonstrate an understanding of the historical context of contemporary issues; and identify one major historical trend in a major world region; and
- o demonstrate knowledge of the religious traditions and philosophical ideas that have shaped individuals and societies.

Individual and Society—The UNCP graduate will demonstrate knowledge of human behavior, cultures, and societies, as well as social, political, and economic institutions and relationships.

The student will

- o describe the methods used by social scientists to gather, analyze, and draw conclusions from data as they seek to understand individual and group behaviors;
- o identify how the results of social science research is critical to an informed understanding of contemporary social issues; and
- o apply social science principles and theories to understand significant American and world economic, cultural, political, and social phenomena and trends.

Science and Nature—The UNCP graduate will understand the fundamental principles of the natural sciences as well as the purpose, methods, and principles of scientific inquiry.

The student will

- o describe the methods used by natural scientists to gather and critically evaluate data using the scientific method;
- o identify and explain the basic concepts, terminology, and theories of the natural sciences;
- o apply selected natural science concepts and theories to contemporary issues and acknowledge the developing nature of science; and
- o demonstrate an understanding of how human activity affects the natural environment and make informed judgments about science-related topics and policies.

III. Dispositions

Lifelong Learning—The UNCP graduate will be aware of the importance of lifelong learning and demonstrate the skills necessary to support continued personal and professional growth after graduation.

The student will

- o demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development;
- o demonstrate the ability to access, select, and use information to answer questions relevant to personal and professional situations;
- o take advantage of opportunities to continue learning in a variety of venues; and
- o comprehend the changing nature of society and work and be able to cope with change through self-education.

Health and Wellness—The UNCP graduate will identify factors and know how to make choices that promote health, wellness, and longevity.

The student will

- o assess current lifestyle behaviors and understand the impact of these behaviors on the quality and longevity of life;
- o identify and analyze health-related choices such as movement, nutrition, stress, and leisure as they influence personal wellness; and

- explain how personal health and lifestyle choices affect society at large and how social and cultural factors affect personal health and lifestyle choices.

Social Responsibility—The UNCP graduate will have an understanding of civic duty and a concern for the well-being of individuals, society, and the environment.

The student will

- demonstrate global awareness, environmental sensitivity, and an appreciation of cultural diversity and
- prepare for citizenship by identifying personal, social, and political avenues for civic action.

Diversity—The UNCP graduate will demonstrate knowledge of and respect for the rights and views of diverse individuals and cultures.

The student will

- analyze similarities and differences between his/her own and other cultures that affect values, beliefs, and behaviors;
- discuss cultural strengths and important contributions made to society by individuals from diverse groups;
- discuss the benefits of diversity for individuals, groups, and institutions; and
- define prejudice and discrimination; explain their consequences; and identify ways to reduce them.

Values and Ethics—The UNCP graduate will be able to make informed choices in the light of ethical, moral, and practical concerns; assess the consequences of those choices; and understand alternative perspectives.

The student will

- distinguish fact from value and explain how values influence decision-making,
- acknowledge a plurality of cultural and personal values and demonstrate respect for the right of others to express different viewpoints, and
- analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue, take a position on this issue, and defend it with logical arguments.

GENERAL EDUCATION REQUIREMENTS (44 Hours Total)

For some majors, certain courses may count toward both General Education and Major requirements. Some courses have prerequisites. As noted above, course substitutions are not allowed. **Ask your advisor for assistance** in selecting appropriate courses.

I. Communication Skills (6 or 9 hours)

ENG 1050 Composition I

ENG 1060 Composition II

A full-time student must enroll in ENG 1050, Composition I, immediately and must earn a "C" (2.0) grade or better before enrolling in ENG 1060, Composition II. A student must remain continuously enrolled in ENG 1050 and 1060 until he or she has earned a "C" (2.0) grade or better in ENG 1060.

All entering freshmen and all freshmen transfers must complete the ENG 1050 and 1060 sequence successfully before they earn a total of 60 credit hours. All students who transfer with 30 credits or more must complete ENG 1060 during their first 30 semester hours at UNCP. Students who have not completed their composition courses at the end of the allotted time will no longer be permitted to register for 3000 or 4000 level courses. If they attempt to do so, the registrar's office will cancel their registration and require them to register only for courses below the 3000 level until they receive a "C" (2.0) in ENG 1060. (The Enrollment Management Subcommittee of the Faculty Senate, or in emergencies the Assistant Vice Chancellor for Academic Affairs, will consider exceptional cases.)

SPE 1020 Fundamentals of Voice and Diction.

All entering freshmen are required to take this course unless they test out of it. Upon earning 60 hours, a student must either have satisfied the speech requirement through testing, have taken SPE 1020, or be registered for SPE 1020 in the following semester.

II. Academic Content and Skills

A. Arts and Humanities Division (12 hours): Choose one course from each of these four areas:

(1) Fine Arts

ART 1450 Digital Arts Appreciation
ART 2050 Art Appreciation
ART 2080 Survey of Art I
ART 2090 Survey of Art II
THE 2500 Introduction to Theatre
MUS 1020 Introduction to Music Appreciation
MUS 1040 Introduction to Jazz Appreciation
MUS 2940 The World of Music: Antiquity to the Baroque Era
MUS 2980 History of Musical Theatre

(2) Literature (completion of ENG 1050 and 1060 with a 2.0 is prerequisite for these courses)

ENG 2010 Southern Literature
ENG 2020 Contemporary Literature
ENG 2030 Literary Genres
ENG 2050 World Literature Before 1660
ENG 2060 World Literature After 1660
ENG 2080 Women's Literature
ENG 2090 Literature and Film
ENG 2100 African American Literature
ENG 2180 Asian American Literature
ENG 2190 Latino Literature
ENG (AIS) 2200 Native American Literature
ENG 2230 American Literature Before 1865
ENG 2240 American Literature After 1865
ENG (AIS) 2410 Environmental Literature
ENG 2470 British Literature Before 1790
ENG 2480 British Literature After 1790

(3) History

HST 1010 American Civilization to 1877
HST 1020 American Civilization since 1877
HST 1030 African American History
HST (AIS) 1100 History of the American Indian to 1865
HST (AIS) 1110 History of the American Indian since 1865
HST 1140 World Civilizations to 1500
HST 1150 World Civilizations since 1500

(4) Philosophy and Religion

PHI 1000 Introduction to Philosophy
PHI 1010 Logic
PHI 2040 Introduction to Ethics
PHI 2070 Contemporary Moral Issues
REL 1080 Introduction to Religious Thought
REL 1300 Introduction to Religion

B. Social Science Division (9 hours): Choose one course from each of three of five areas:

(1)Economics

ECN 1000 Economics of Social Issues
ECN 2020 Principles of Microeconomics
ECN 2030 Principles of Macroeconomics
ECN 2410 Asian Economies

(2)Geography
GGY 1010 Principles of Geography
GGY 1020 World Regional Geography
GGY 2000 Cultural Geography
GGY (ECN) 2060 Economic Geography

(3)Political Science
PLS 1000 Introduction to Political Science
PLS 1010 Introduction to American National Government

(4)Psychology
PSY 1010 Introductory Psychology

(5)Sociology
SOC 1020 Introduction to Sociology
SOC (AIS) 1050 Introduction to Cultural Anthropology
SOC 2090 Social Problems in Modern Society

Maynor Honors College students only may substitute for courses in two disciplines:
HON 1000 Contemporary Public Issues
HON 2750 The Individual in Society

C. Natural Sciences and Mathematics Division (9 hours)

Natural Science (6 hours); choose one course from two (2) of the four (4) areas. Students selecting Physical Science 1100 must select the other course from either Biology/Env. Science or Earth Science.

(1)Biology and Environmental Science
BIO 1000 Principles of Biology
BIO 1030 Basic Human Biology
BIO 1060 Exploring Life's Diversity
ENV 1100 Environmental Science

(2)Chemistry
CHM 1300 General Chemistry I
CHM 1400 Chemistry for Health Sciences I

(3)Earth Science
GLY (GGY) 1150 Earth Science
GLY (GGY, PHS) 2460 Weather and Climate

(4)Physical Science
PHS 1100 Physical Science I
PHS 1560 Astronomy
PHY 1000 Elementary Physics I
PHY 1500 College Physics I
PHY 2000 University Physics I

Maynor Honors College students only may fulfill one natural science course requirement with:
HON 1510 Contemporary Issues in Science and Technology

Mathematics (3 hours); choose one course from those listed below
MAT 1050 Introduction to College Mathematics
MAT 1070 College Algebra
MAT 1080 Plane Trigonometry
MAT 1090 College Algebra and Trigonometry
MAT 2150 Calculus with Applications
MAT 2210 Calculus I

III. Physical Education and Wellness (2 hours)

Choose two of the following courses:
PED 1010 Wellness and Fitness
PED 1300 Fitness Walking

PED 1310 Archery
PED 1320 Badminton
PED 1330 Golf
PED 1340 Swimming
PED 1350 Tennis
PED 1360 Soccer
PED 1370 Bowling
PED 1380 Rhythms & Dance
PED 1390 Racquetball
PED 1410 Physical Conditioning
PED 1450 Volleyball
PED 1460 Weight Training
PED 1770 Advanced Physical Conditioning (Aimed at Varsity Athletes)
PED 1790 Aerobic Dance
PED (MSC) 1800 Military Physical Training
PED (THE) 1810 Stage Dance I
PED (THE) 1820 Stage Dance II
PED 1900 Outdoor Fitness
PED 1910 Indoor Cycling
PED 1950 Water Aerobics

IV. General Education Program Electives (6 hours, or 3 hours if SPE 1020 required)

Choose **two** additional courses from those listed below. These two courses must be from different divisions except for the foreign language option. Students who take SPE 1020 for Basic Skills take 3 hours of electives, which may not be SPE 2000 or SPE 2010.

Foreign Language Option

Students electing the foreign language option MUST complete two courses of the **same** foreign language to satisfy the Program Electives area of General Education.

FRH 1310, 1320 Elementary French
FRH 2310, 2320 Intermediate French
GER 1310, 1320 Elementary German
GER 2310, 2320 Intermediate German
ITL 1310, 1320 Elementary Italian
SPN 1310, 1320 Elementary Spanish
SPN 2310, 232 Intermediate Spanish
XXX 131, 1320 Introductory Foreign Language Study
XXX 2310, 2320 Intermediate Foreign Language Study

Arts and Humanities Division Elective

American Indian Studies

AIS 1010 Introduction to American Indian Studies

Fine Arts

ART 1010 Elements of Design
ART 1450 Digital Arts Appreciation
ART 2050 Art Appreciation
ART 2080 Survey of Art I
ART 2090 Survey of Art II
ART 2560 Web Design
ARTS 1xxx Special Topics in Art
THE 2010 Elements of Acting
THE 2500 Introduction to Theater
MUS 1020 Introduction to Music Appreciation
MUS 1040 Introduction to Jazz Appreciation

MUS 2930 The World of Music: Classical to the Contemporary Era
MUS 2980 History of Musical Theatre

Literature and Speech (a 2.0 in ENG 105 and 106 is prerequisite for the ENG courses)
ENG 2010 Southern Literature
ENG 2020 Contemporary Literature
ENG 2030 Literary Genres
ENG 2050 World Literature Before 1660
ENG 2060 World Literature After 1660
ENG 2080 Women's Literature
ENG 2090 Literature and Film
ENG 2100 African American Literature
ENG 2180 Asian American Literature
ENG 2190 Latino Literature
ENG (AIS) 2200 Native American Literature
ENG 2230 American Literature Before 1865
ENG 2240 American Literature After 1865
ENG (AIS) 2410 Environmental Literature
ENG 2470 British Literature Before 1790
ENG 2480 British Literature After 1790
ENGS 2xxx Studies in Literature
SPE 2000 Interpersonal Communication
SPE 2010 Fundamentals of Speech

History
HST 1010 American Civilization to 1877
HST 1020 American Civilization since 1877
HST 1030 African American History
HST (AIS) 1100 History of the American Indian to 1865
HST (AIS) 1110 History of the American Indian since 1865
HST 1140 World Civilizations to 1500
HST 1150 World Civilizations since 1500

Philosophy and Religion
AIS 2010 American Indian Culture
PHI 1000 Introduction to Philosophy
PHI 1010 Logic
PHI (REL) 1020 Perspectives on Humanity
PHI 2040 Introduction to Ethics
PHI 2050 Social and Political Philosophy
PHI 2070 Contemporary Moral Issues
PHI 2110 American Philosophy
REL 1050 Introduction to the Old Testament
REL 1060 Introduction to the New Testament
REL 1080 Introduction to Religious Thought
REL 1300 Introduction to Religion
REL 2050 Religion, Art, and Culture
REL 2090 Religion in America
REL (AIS) 2130 American Indian Religious Traditions
REL 2140 Introduction to Religious Ethics
REL 2160 Religions of the Far East
REL 2180 Religions of the Near East

Maynor Honors College students only may take 1 as a Humanities Division Elective:
HON 2000 The Humanistic Tradition I: From the Ancient World to 1500
HON 2010 The Humanistic Tradition II: From 1500 to the Contemporary Age

World Studies
WLS 2990 Study Abroad

Social Science Division Elective

Economics
DSC 1590 Technology-Enabled Decision Making
ECN 1000 Economics of Social Issues
ECN 2020 Principles of Microeconomics
ECN 2030 Principles of Macroeconomics
FIN 2050 Personal Finance
ECN 2410 Asian Economies

Geography
GGY 1010 Principles of Geography
GGY 1020 World Regional Geography
GGY 2000 Cultural Geography
GGY (ECN) 2060 Economic Geography

Political Science
PLS 1000 Introduction to Political Science
PLS 1010 Introduction to American National Government

Psychology
PSY 1010 Introductory Psychology

Sociology
SOC 1020 Introduction to Sociology
SOC (AIS) 1050 Introduction to Cultural Anthropology
SOC 2090 Social Problems in Modern Society

World Studies
WLS 2990 Study Abroad

Natural Science and Mathematics Division Elective

Natural Science
BIO 1000 Principles of Biology
BIO 1010 General Botany
BIO 1020 General Zoology
BIO 1030 Basic Human Biology
BIO 1060 Exploring Life's Diversity
ENV 1100 Environmental Science
CHM 1300 General Chemistry I
CHM 1310 General Chemistry II
CHM 1400 Chemistry for Health Sciences I
CHM 1410 Chemistry for Health Sciences II
GLY 1000 Physical Geology
GLY (GGY) 1150 Earth Science
GLY (GGY) 1250 Earth History
GLY 2260 Physical Oceanography
GLY (GGY, PHS) 2460 Weather and Climate
GLY (GGY) 2620 Environmental Geology
PHS 1100 Physical Science I
PHS 1110 Physical Science II
PHS 1560 Astronomy
PHY 1000 Elementary Physics I
PHY 1010 Elementary Physics I
PHY 1500 College Physics I
PHY 1510 College Physics II
PHY 2000 University Physics I

PHY 2010 University Physics II

Maynor Honors College students only may take the following as a Divisional Elective

HON 2510 Horizons in Math and Computer Science

Mathematics and Computer Science

CSC 2020 Microcomputer Programming
MAT 1050 Introduction to College Mathematics
MAT 1070 College Algebra
MAT 1080 Plane Trigonometry
MAT 1090 College Algebra and Trigonometry
MAT 1180 Finite Mathematics
MAT 2100 Introduction to Statistics
MAT 2150 Calculus with Applications
MAT 2210 Calculus I
MAT 2220 Calculus II

THE WRITING INTENSIVE PROGRAM

The Writing Intensive Program is an initiative of the UNC Pembroke Quality Enhancement Plan. The goal of the program is to enhance the ability of students to write effectively and appropriately in both general writing and professional writing in their disciplines. The program consists of Writing Enriched courses and Writing in the Discipline courses. Writing Enriched courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. They include extensive and intensive instruction in writing. Writing in the Discipline courses are 3000- and 4000-level courses that are designed to teach students about the roles and uses of writing in their fields of study. As a requirement for graduation, students must complete nine semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course.

The courses listed below are approved to be offered as Writing Enriched or Writing in the Discipline courses. When these courses appear with the designation WE (Writing Enriched) or WD (Writing in the Discipline) in the title of the course in the course schedule, they can be taken to satisfy the writing intensive graduation requirement. The completion of ENG 1050 is a prerequisite for all Writing Enriched or Writing in the Discipline courses.

AIS/REL 2130	American Indian Religious Traditions
AIS 4150	Amerindian Oral Traditions—Writing in the Discipline
ART 2080	Survey of Art I: Ancient through Medieval—Writing Enriched
ART 2090	Survey of Art II: Renaissance through Contemporary—Writing Enriched
ART 3080	Art Education Methods and Field Experience for Grades 6-12—Writing in the Discipline
ART 4330	Contemporary Art—Writing in the Discipline
AST 2010	Introduction to American Studies—Writing Enriched
ATH 4000	Clinical Education V—Writing in the Discipline
ATH 4050	Organization and Administration of Athletic Training—Writing Enriched
BIO 2050	Animal Behavior—Writing Enriched
BIO 3510	Research Strategies—Writing Enriched
BIO 3510	Research Strategies—Writing in the Discipline
BIO 3710	Cell Biology—Writing Enriched
BIO 4310	Biometrics—Writing Enriched
BIO 4320	Conservation Biology—Writing Enriched
BIO 4700	Reading and Writing in the Natural Sciences—Writing in the Discipline
BLAW 2150	Legal Environment of Business—Writing Enriched
BLAW 3180	Commercial Law—Writing in the Discipline
BRD 3130	Broadcast Copywriting—Writing in the Discipline

BRD 3140	Broadcast Journalism—Writing in the Discipline
CHM 3980	Scientific Literature—Writing in the Discipline
CHM 4100	Physical Chemistry (Lecture and Lab)—Writing Enriched
CHM 4270	Instrumental Analysis—Writing in the Discipline
CRJ 3010	Criminal Justice Rhetoric and Writing—Writing in the Discipline
ECE 2020	Foundations of Early Childhood Education—Writing Enriched
ECE 2050	Young Children and Their Families in a Diverse World—Writing Enriched
ECE 4750	Senior Seminar in Birth-Kindergarten Education—Writing in the Discipline
ECN 2020	Principles of Microeconomics—Writing Enriched
ECN 2030	Principles of Macroeconomics—Writing Enriched
ECN 4080	Economic Development—Writing in the Discipline
ECN 4400	International Trade—Writing in the Discipline
EDN 2900	Research and Writing in Education—Writing Enriched
ELE 2030	Arts Integration in the Elementary School—Writing Enriched
ELE 2900	Research and Writing in Elementary Education—Writing in the Discipline
ELE 3010	Differentiated Instruction for Today's Learners—Writing in the Discipline
ELE 4070	Professional Seminar in Elementary Education—Writing in the Discipline
ELE 4040	Literature and Language Arts 1 in the Elementary School—Writing in the Discipline
ENG 2010	Southern Literature—Writing Enriched
ENG 2030	Literary Genres—Writing Enriched
ENG 2050	World Literature before 1660—Writing Enriched
ENG 2060	World Literature after 1660—Writing Enriched
ENG 2080	Women's Literature—Writing Enriched
ENG 2180	Asian American Literature—Writing Enriched
ENG 2240	American Literature since 1865—Writing Enriched
ENG 2470	British Literature before 1790—Writing Enriched
ENG 3130	The American Renaissance—Writing Enriched
ENG 3040	Principles of Literary Study—Writing in the Discipline
ENG 3110	Medieval British Literature—Writing Enriched
ENG 3120	Early Modern British Literature—Writing Enriched
ENG 3580	Professional Writing—Writing Enriched
ENG 3590	Creative Nonfiction—Writing Enriched
ENG 3660	Modernist Poetry—Writing Enriched
ENG 3700	Advanced Composition—Writing Enriched
GLY 3250	Paleontology—Writing Enriched
GLY/GGY 4700	Writing in the Geosciences—Writing in the Discipline
HLTH 4100	Health, Fitness, and Behavior Changes—Writing in the Discipline
HST 1010	American Civilizations to 1877—Writing Enriched
HST 1150	World Civilizations Since 1500—Writing Enriched
HST 3000	Introduction to the Study of History—Writing in the Discipline
HST 3620	African American History from Emancipation to the Present—Writing Enriched
JRN 3010	News Writing and Reporting—Writing in the Discipline
JRN 3050	Feature Writing—Writing in the Discipline
JRN 3400	Advanced News Writing and Reporting—Writing in the Discipline
JRN 4100	Web Journalism—Writing in the Discipline
JRN 4600	Investigative Journalism—Writing in the Discipline
MAT 2300	Introduction to Advanced Mathematics—Writing Enriched
MAT 2600	Connections in Mathematics I—Writing Enriched
MAT 3600	Connections in Mathematics II—Writing in the Discipline
MAT 4020	A Historical Development of Mathematics—Writing in the Discipline
MAT 4600	Connections in Mathematics III—Writing Enriched

MCM 2400	Writing for the Media—Writing Enriched
MCM 3100	New Media of Mass Communication—Writing Enriched
MGT 3030	Business Communications—Writing in the Discipline
MGT 3060	Organization and Management—Writing Enriched
MGT 3130	International Marketing—Writing in the Discipline
MGT 3150	International Management—Writing Enriched
MGT 4080	Human Resource Management—Writing Enriched
MGT 4100	Small Business Management—Writing in the Discipline
MGT 4300	Business Ethics and Social Responsibilities—Writing Enriched
MGT 4660	Business Strategy—Writing in the Discipline
MKT 3120	Principles of Marketing—Writing Enriched
MKT 3130	International Marketing—Writing Enriched
MUS 3970	World Music: A Global Study—Writing in the Discipline
NUR 3000	Transition to Professional Nursing—Writing Enriched
NUR 3200	Health Assessment across the Lifespan—Writing Enriched
NUR 4000	Nursing Research and Theory—Writing Enriched
NUR 4350	Community Health Nursing—Writing Enriched
NUR 4510/4510L	Transition to Professional Nursing: A Capstone Experience—Writing in the Discipline
NUR 4550	Professional Nursing Issues in Practice—Writing in the Discipline
PHI 2040	Introduction to Ethics—Writing Enriched
PHI 2070	Contemporary Moral Issues—Writing Enriched
PHI/REL 3400	Writing in Philosophy and Religious Studies—Writing in the Discipline
PLS 3110	Constitutional Law of Individual and Equity Rights—Writing Enriched
PLS 3520	Writing in Political Science—Writing in the Discipline
PLSS 4300	Special Topics in International Relations: Ethnic Conflict—Writing Enriched
PRE 4070	Public Relations Media—Writing in the Discipline
REL 2050	Religion, Art, and Culture—Writing Enriched
PSY 3000	Research Methods Capstone—Writing in the Discipline
SED 3310	Introduction to the Exceptional Child—Writing Enriched
SED 3320	Special Education Laws, Policies and Procedures—Writing Enriched
SED 4360	Professional Seminar for Special Education Teacher Candidates—Writing in the Discipline
SOC 3000	Sociological Rhetoric and Writing—Writing in the Discipline
SOC 3030	Family—Writing Enriched
SOC 3060	Sociological Theory—Writing Enriched
SOC 3130	Community—Writing Enriched
SPN 4150	Contemporary Spanish-American Literature—Writing in the Discipline
SWK 3450	Human Behavior in the Environment—Writing Enriched
SWK 3480	Social Welfare Policies and Programs I—Writing Enriched
SWK 3710	Writing in the Social Sciences—Writing in the Discipline
SWK 3850	Social Work Practice II—Writing Enriched
SWK 3910	Social Work Research—Writing Enriched
THE 2500	Introduction to Theatre—Writing Enriched

ESTHER G. MAYNOR HONORS COLLEGE

Dean: Mark Milewicz

UNIVERSITY HONORS COUNCIL

Robert W. Brown (Chair) Teagan Decker Scott Hicks
Siva Mandjiny Ramin Maysami E. Cliff Mensah
Lee Phillips

The Esther G. Maynor Honors College at UNC Pembroke recognizes and promotes the scholarly and personal growth of outstanding students. Maynor Honors College students are provided interdisciplinary educational opportunities that enhance the general curriculum. These opportunities are developed around a learning community of honors students and include selected general education courses, small interdisciplinary seminars, cultural and service programs, and shared residential facilities with other honors students. The Maynor Honors College offers an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; and closer interaction with individual faculty members in the College.

Maynor Honors College students are selected on the basis of class rank, high school grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and extra-curricular and community achievements. Students already enrolled at UNC Pembroke and transfer students are also eligible to apply for admission to the Maynor Honors College. Maynor Honors College students are selected by the Dean of the Maynor Honors College in consultation with the University Honors Council.

To remain in the Maynor Honors College, students are required to achieve and maintain a minimum overall quality-point average of 3.0 upon completion of the freshman year, 3.25 upon completion of the sophomore year, and 3.5 upon completion of the junior year. Maynor Honors College students will receive a Maynor Honors College diploma and will be recognized at commencement. To graduate with the Maynor Honors College designation, the student must complete the Maynor Honors College program. Any exceptions or substitution of requirements will be determined by the Dean of the Maynor Honors College in consultation with the University Honors Council.

Three tracks are available for graduation from the Maynor Honors College

University Honors

*Take four HON (interdisciplinary) courses
*Take four general education honors courses
*Achieve at least a 3.5 QPA
*Complete the Senior Project through the appropriate course sequence: HON 4000 (project planning) and HON 4500 (project work)

The Senior Project is fulfilled by the successful completion of HON 4000 and 4500 and can take one of four paths:

1) Community Service Project. This project involves a student's active participation in a focused project involving service to the community. The Service Project will be organized through the Office for Community and Civic Engagement and supervised by a UNCP faculty member. During the senior year, the student will also schedule an oral presentation describing the development, implementation, and outcomes of the Community Service Project. The faculty mentor and the Dean of the Honors College will approve the successful completion of the project.

2) Campus Dialogue Project. This option involves active participation in a campus-wide dialogue about a specific issue, usually relative to the student's major. The student will work with a faculty mentor to research the topic. During the senior year, the student must organize and facilitate (in consultation with the mentor and Honors College Dean) at least two campus dialogues on the topic. These dialogues should involve faculty and students from a variety of disciplines. The faculty mentor and the Dean of the Honors College will approve the successful completion of the project.

3) Creative Project. Students choosing this option will work with a faculty mentor to develop the project. During the senior year, the student will display or perform his or her art and then provide an

oral description/interpretation of the work. The faculty mentor and the Dean of the Honors College will approve the successful completion of the project.

4) Senior Thesis Project. The Senior Thesis is a written research project completed under the direction of a faculty mentor. Guidelines are available in the Honors College Office and on the Honors College website. The thesis is completed during the senior year and should conclude with an oral presentation/defense of the thesis where the results of the student research can be shared with others on campus. The faculty mentor and the Dean of the Honors College will approve the successful completion of the thesis.

Departmental Honors

*Take four HON (interdisciplinary) courses

*Achieve at least a 3.5 QPA

*Complete two Honors "Contract" Courses in upper-level major courses

Description of Contract Courses: Contract courses are traditional courses that are tailored to meet honors requirements by requiring work that is above and beyond the normal expectations of the course. Contract courses must be taught by tenured or tenure-track members of the student's major department. The student and faculty member teaching the section will agree upon the requirements for completing the contract course, fill out the appropriate paperwork (available online), and obtain the signature of the department chair. The contract and accompanying syllabus will be turned in to the Dean of the Honors College for final approval.

*Complete a Senior Thesis through the appropriate course sequence: HON 4000 (project planning) and HON 4500 (project work)

The Senior Thesis is a written research project completed under the direction of a faculty mentor. Guidelines are available in the Honors College Office and on the Honors College website. The thesis is completed during the senior year and should conclude with an oral presentation/defense of the thesis where the results of the student research can be shared with others on campus. The faculty mentor and the Dean of the Honors College will approve the successful completion of the thesis.

Both University and Departmental Honors

*Take four HON (interdisciplinary) courses

*Take at least four general education honors courses

*Complete two Honors "Contract" Courses in upper-level major courses

*Achieve at least a 3.5 QPA overall

*Complete an enhanced Senior Project consisting of a senior thesis PLUS a service, dialogue, or creative project through the appropriate course sequence: HON 4000 (project planning) and HON 4500 (project work)

It is possible, though not necessary, that the Senior Project and Senior Thesis are developed from the same research. Students must consult with the Honors College Dean to coordinate the successful completion of both University and Departmental Honors. Those selecting option four for University Honors must also complete option one, two, or three to receive both University Honors and Departmental Honors.

Maynor Honors College students will take several courses together during the freshman year prior to beginning their major course work. These courses include several general education courses as well as one interdisciplinary seminar. Students with special scheduling needs as freshmen may petition the Dean of the Maynor Honors College for alternate courses of study during the first semester. All Maynor Honors College students are advised by the Dean of the Maynor Honors College until they declare a major field of study.

The seven HON seminars are usually offered according to the following schedule:

Fall: HON 1000, 1500, 2000; Spring: HON 1510, 2010, 2750; As Announced: HON 3000

Transfer students and students entering the Maynor Honors College as other than freshmen will also be expected to take the four honors seminars, so long as they can be fitted into the student's program of study. The number of honors courses that transfer students or non-freshmen will be required

to take will be determined by the Dean of the Maynor Honors College, after consultation with the student and the University Honors Council.

Honors Thesis/Project: All University Honors College students must complete HON 4000 (Research Methods and Prospectus [one semester hour]) and HON 4500 (Honors Thesis/Project [three semester hours]) prior to graduation. Maynor Honors College students who elect to complete a senior Thesis/Project in their major department may substitute an equivalent departmental course for HON 4500. The departmental Thesis/Project must meet the standards for the Honors Thesis/Project established by the University Honors Council. The University Honors Council and the Dean of the Maynor Honors College recommend that HON 4000 should be taken during the fall semester of the junior year. University Honors College students should plan on presenting their Thesis/Project at the end of the fall semester of the senior year. Requirements and procedures for the Maynor Honors College Thesis/Project are outlined in the Senior Project handbook. Copies of this guide are available from the Dean of the Maynor Honors College.

COURSES (HON)

HON 1000. Contemporary Public Issues

Analysis of selected contemporary events from the points of view of history, political science, psychology, geography, economics, philosophy, religion, and sociology, in the light of weekly world developments. Emphasis upon the appreciation and development of logic and style in critical thought in considering international and domestic conflicts, human rights and institutional effectiveness, freedom and responsibility, and resources, technology, and the environment. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Social Sciences Division.

HON 1510. Contemporary Issues in Science and Technology

An interdisciplinary examination of scientific and technological issues of current global significance. The scientific principles relating to each topic will be examined, followed by analysis of management possibilities and problems, technological applications, and implications for society. Where appropriate, laboratory experiences (both on and off campus) will be involved which expose the student to relevant techniques and methodology. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Physical Science area of the Natural Sciences and Mathematics Division.

HON 2000. The Humanistic Tradition I: From the Ancient World to 1500

An interdisciplinary seminar in humanities that surveys, within historical and cultural contexts, a selection of works of art, architecture, literature, music, and philosophy, Honors 2000 focuses on significant cultural legacies from the beginnings of human cultures to 1500. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities.

HON 2010. The Humanistic Tradition II: From 1500 to the Contemporary Age

An interdisciplinary seminar in humanities that surveys, within historical and cultural contexts, a selection of works of art, architecture, literature, music, film, and philosophy, Honors 2010 focuses on significant cultural legacies from the last 500 years. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities.

HON 2510. Horizons in Math and Computer Science

Current approaches to mathematical modeling, data acquisition, and data analysis with respect to natural systems, emphasizing microcomputer applications to scientific problems. Students will gain experience in the use of available computational resources, including commercial software, microcomputers, and mainframe facilities. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Natural Sciences and Mathematics.

HON 2750. The Individual in Society

Recent topics concerning advances in the study of human behavior are examined within a seminar format. Relevant readings are assigned on brain/behavior connections, social roles, and theories of

personality. Class presentations and discussion form a major portion of the course. Honors students receive General Education credit for a course in the Social Sciences Division.

HON 3000. Cultures in Contact
This course is designed to introduce students to a specific world culture through a variety of methods. The readings will include sociological, economic, historical, and fictional accounts of this country. The objective is to learn about another culture while also learning how to approach the study of and engagement with that culture. There will also be a travel component to provide for first-hand engagement with the culture studied. Credit, 3 semester hours.

HON 4000. Research Methods and Prospectus
Preparation of a prospectus for the thesis or project, in consultation with an advisor. Group discussion on the methodology, standards, and experience of research and criticism. Pass/Fail grading. Credit, 1 semester hour.

HON 4500. Honors Thesis/Project
Preparation of a thesis or project in consultation with a faculty committee chosen by the student; presentation of the work in seminar. Independent study in the student's major is encouraged. Credit, 3 semester hours.

HON 4990. Honors Independent Study
Open to Honors College students to pursue supervised independent innovative learning. Independent study may include laboratory research, study abroad, or mentored independent projects. Requires written permission of the proposed mentor and the Honors College Dean. Credit, 1 - 3 semester hours. May be repeated for a total of 6 hours in no more than two semesters.

BACHELOR OF INTERDISCIPLINARY STUDIES PROGRAM

Director: James W. Robinson
Associate Director: Victor Bahhouth

INTERDISCIPLINARY STUDIES COUNCIL

Alfred Bryant	Jamie Litty	Ramin Maysami
Enrique J. Porrúa	Jeremy Sellers	John E. Spillan
Dennis Sigmon	Charles Tita	Chris Ziemnowicz

The Bachelor of Interdisciplinary Studies (BIS) program is exclusively designed for learners with at least two years of transferable credit from institutions other than UNCP, who hold either Associate in Applied Arts or Associate in Applied Science degrees. The program serves adult students, in particular, who seek a broad, more flexible degree program to help them to advance or become more established in their careers or to improve their understanding of the world around them.

The BIS is intended for a set of diverse students who bring to the university many academic, personal, and work-related experiences. They may choose the BIS program because (1) they are aware that they are more employable in many occupations with the degree, (2) that learning in the arts and sciences and in a field of specialization leads to understanding and empowerment, and (3) they review their personal plans and recognize that they can effectively meet their most important goals for a bachelor's degree through the BIS.

BIS Completion Requirements

The Bachelor of Interdisciplinary Studies degree requires that a student:

1. Hold an Associate in Applied Arts or an Associate in Applied Science degree from a two year institution upon program admission.
2. Meet The University of North Carolina at Pembroke's general education core requirements.
3. Complete a course of study in a specific Interdisciplinary Studies Major with an earned average grade point of 2.0 or better for the courses taken. At least 25 per cent of the total

credit requirements for any particular Interdisciplinary Studies Major must be taken from one or more Academic Departments at The University of North Carolina at Pembroke (UNCP). Only 60 credit hours may be transferred from two-year institutions (including 30 hours credit awarded for completion of Applied Associate degree from such institution). The number of credit hours permitted from any department, school, or college of UNCP will be restricted by discipline specific accreditation standards.

4. Transfer or take a balance of elective or support courses to meet the total credit requirements of any particular Interdisciplinary Studies Major.
5. Complete all other requirements for baccalaureate graduation at The University of North Carolina at Pembroke.
6. Two thirds of all Major and Track courses taken toward the BIS degree must be from UNCP.
7. College credit in lieu of lifelong learning/experiential learning will not be granted.

B.I.S. IN APPLIED PROFESSIONAL STUDIES

The Bachelor of Interdisciplinary Studies in Applied Professional Studies prepares graduates with core competencies necessary for successful careers in for-profit business. Combined with solid training in communication and writing skills, these competencies include basic understandings of economics, finance, statistics, decision sciences, management, and marketing. Beyond these core competencies, students receive training in one of six areas of specialization: Advertising, Allied Health Leadership, Economic Development, Financial Administration, Health Promotion, or Office Administration.

Similar to other majors within the Bachelor of Interdisciplinary Studies Degree program, the BIS in Applied Professional Studies is intended for those interested in obtaining a highly relevant and practical degree that provides advancement opportunities in their current employment, and for those who are starting or interested in changing their professional careers. The program of study for the BIS in Applied Professional Studies consists of five components: General Education Requirements (44 hours); Core Requirements (21 hours), Track Requirements (15 hours), 30 hours upon verification of the student's holding an Applied Associate Degree, and Electives (10 hours).

Requirements for a Bachelor of Interdisciplinary Studies Degree: Major in Applied Professional Studies — **Sem. Hrs.**

General Education Requirements, including: 44

- ECN 1000 Economics of Social Issues
- ECN 2030 Principles of Macroeconomics
- ENG 1050 Composition I
- ENG 1060 Composition II
- MAT 1070 College Algebra
- MAT 2100 Statistics I
- PED 1010 Wellness and Fitness
- PLS 1010 Introduction to American National Government

Core Requirements: 21

- DSC 2090 Spreadsheet and Database Management
- ECN 2020 Principles of Microeconomics
- ENG 3580 Professional Writing
- FIN 2400 Foundations of Finance
- FIN 3000 Finance for Small and Entrepreneurial Businesses
- And 6 additional hours from the following:
  - MGT 3060 Organization & Management
  - MGT 3090 Organizational Leadership
  - MKT 3120 Principles of Marketing
  - SOC 4250 Organizations in Society

Tracks (Choose one of the six tracks below): **15**

Advertising:

MCM 2100 Introduction to Mass Communication
MCM 2400 Writing for the Media
PRE 2700 Introduction to Advertising or MKT 4300 Integrated Marketing Communications
MKT 3200 Consumer Behavior
And 3 additional hours from the following:
BRD 3130 Broadcast Copywriting
PRE 4150 Advertising Media
(also recommended: ART 2500 Intermediate Digital Arts, BRD 4160 Broadcast Advertising and Sales)

Allied Health Leadership:

ECN 3740 Health Economics
PHI 3760 Medical Ethics
SOC 2800 Health & Society
SOC 3010 Community Health Organizations & Society
SOC 3730 Health Promotions and Wellness

Economic Development:

ECN 4080 Economic Development
ECN 3300 Public Finance or ECN/FIN 3500 Survey of Ethics in Economics and Finance
SOC 3180 Community Development
SOC 4250 Organizations in Society
SOC 4420 Community Resource Development

Financial Administration:

ACC 2270 Financial Accounting
ACC 2280 Managerial Accounting
FIN 3050 Risk Management
FIN 3100 Business Finance
FIN 4100 Financial Management

Health Promotion:

HLTH 2000 Principles of Health & Fitness Promotion
HLTH 3300 Health Promotion & Fitness Skills
HLTH 4100 Health and Fitness Behavior Changes
HLTH 4700 Planning, Administration, Evaluation of Program
SOC 3120 Sport and Contemporary Society
(Additional recommended course: HLTH 1090 Healthful Living)

Office Administration:

MCM 2100 Introduction to Mass Communication
MGT 3090 Organizational Leadership (or MGT 4080 Human Resource Management)
PRE 2200 Public Relations
PRE 3500 Organizational Communications
And 3 additional hours from the following:
SOC 4250 Organizations in Society
SOC 4400 Conflict Management

Validation of Applied Associate Degree **30**

Electives **10**

Total: 120

B.I.S. IN APPLIED INFORMATION TECHNOLOGY

The Bachelor of Interdisciplinary Studies in Applied Information Technology builds upon computer programming skills as core requirements, and augments such proficiencies with management of information technology and communication skills. Courses in decision sciences such as operations management, statistics, and project management enhance these skills. Graduates will be ready for a variety of practical careers requiring application of computers and computing/statistical skills to managerial decision-making. The program of study for the BIS in Applied Information Technology consists of five components: General Education Requirements (44 hours); Core Requirements (27 hours), Track Requirements (18 hours), 30 hours upon verification of the student's holding an Applied Associate Degree, and Electives (3 hours).

Requirements for a Bachelor of Interdisciplinary Studies Degree:	**Sem. Hrs.**
Major in Applied Information Technology	
General Education Requirements, including:	44
ENG 1050 Composition I	
ENG 1060 Composition II	
MAT 1070 College Algebra	
Core Requirements:	27
CSC 1750 Introduction to Algorithms	
CSC 1760 Introduction to Programming	
CSC 2050 Introduction to Programming C	
DSC 2090 Spreadsheet and Database Management	
ENG 3580 Professional Writing	
MGT 3060 Organization & Management	
ITM 3010 Management Information Systems	
ITM 3500 Database Management Systems	
SOC 2200 Computers and Society	
Track:	18
Operations Management:	
DSC 3130 Business Statistics I	
DSC 3140 Business Statistics II	
ITM 4400 Project Management	
MGT 4410 Operations Management	
MGT 4420 Supply Chain Management	
SOC 4400 Conflict Management	
Validation of Applied Associate Degree	30
Electives	6
	Total: 122

B.I.S. IN CRIMINAL JUSTICE

The Bachelor of Interdisciplinary Studies in Criminal Justice prepares graduates for a variety of criminal justice careers, including traditional police, courts, and corrections jobs in the public sector and ever expanding opportunities in the private sector. This major gives students an overall understanding of the organization and administration of the American criminal justice system and an academic concentration to enhance specific knowledge and skills in one of three areas: Applied Information Technology, Forensics, or Sociology. The program of study for the BIS in Criminal Justice consists of four components: General Education Requirements (44 hours); Core Requirements (27 hours); Track Requirements (24 hours for Applied Information Technology, 26 hours for Forensics, or 24 hours for Sociology); and 30 hours upon verification of the student's holding an Applied Associate Degree.

Requirements for a Bachelor of Interdisciplinary Studies Degree: Major in Criminal Justice	**Sem. Hrs.**
General Education Requirements, including:	**44**
For all Tracks:	
MAT 1050 Introduction to College Mathematics	
SOC 1020 Introduction to Sociology	
For the Forensics Track only:	
BIO 1000 Principles of Biology	
CHM 1300 General Chemistry I	
CHM 1310 General Chemistry II	
PSY 1010 Introductory Psychology	
Core Requirements:	**27**
CRJ 2000 Introduction to Criminal Justice	
CRJ /SOC 2400 Criminology	
CRJ 3000 Criminal Law	
CRJ 3150 Criminal Investigation	
CRJ/SOC/SWK 3600 Social Statistics	
CRJ/SOC 3610 Social Research	
CRJ 4000 Criminal Procedure	
CRJS 4xxx Special Topics in Criminal Justice	
3 additional hours of courses with a CRJ prefix or cross-listed with CRJ	
Tracks (Choose one of the three tracks below):	**21-26**
Applied Information Technology:	
DSC 2090 Spreadsheet and Database Management	
MGT 3060 Organization and Management	
MGT 3090 Organizational Leadership	
ITM 3010 Management Information Systems	
ITM 3500 Database Management Systems	
ITM 4400 Project Management	
ITM 4600 Systems Security, Reliability, & Privacy	
Forensics:	
BIO 3180 Principles of Genetics	
BIO 3710 Cell Biology	
BIOL 1000 Principles of Biology Lab	
BTEC 3220 Biotechnology I	
CHM 1100 & 1110 General Chemistry Laboratory I & II	
CHM 2500 Organic Chemistry I	
CHM 3110/3120 Biochemistry I & Experimental Methods in Biochemistry	
MAT 1070 College Algebra	
(Additional Recommended Courses: BIO 1020 General Zoology and CHM 2270 Analytical Chemistry)	
Sociology:	
SOC 2090 Social Problems in Modern Society	
SOC 3210 Social Inequalities	
SOC/CRJ 3680 Law and Society	
SOC/CRJ 4400 Conflict Management	
12 additional hours at the 3000-4000 level of courses with a SOC prefix or cross-listed with SOC	
Validation of Applied Associate Degree	**30**
	Total: 122-127

B.I.S. IN HOSPITALITY

The Bachelor of Interdisciplinary Studies in Hospitality prepares students for a variety of rewarding careers in the growing hospitality industry. Equipped with entrepreneurial skills in addition to management, marketing, and strong communication proficiencies, graduates will be well-positioned for employment at managerial ranks in resorts and spas as well as restaurant and hotels. The program of study for the BIS in Hospitality consists of five components: General Education Requirements (44 hours), Core Requirements (30 hours), Track Requirements (16 hours), and 30 hours upon verification of the student's holding an Applied Associate Degree.

Requirements for a Bachelor of Interdisciplinary Studies Degree: Major in Hospitality	**Sem. Hrs.**
General Education Requirements, including:	**44**
ECN 1000 Economics of Social Issues	
ENG 1050 Composition I	
ENG 1060 Composition II	
PSY 1010 General Psychology	
MAT 2100 Statistics I	
Core Requirements:	**30**
ENG 3580 Professional Writing	
ENTR 2000 Innovation	
ENTR 2100 Growth and Sustainability	
FIN 3000 Finance of Small and Entrepreneurial Businesses	
MGT 3060 Organization and Management	
MGT 4080 Human Resource Management	
MKT 3120 Principles of Marketing	
MKT 4300 Integrated Marketing Communications	
PSY 2700 Industrial/Organizational Psychology	
SPE 2000 Interpersonal Communication	
Track:	**16**
Resort, Hotel and Restaurant Administration	
ENTR 4000 Planning and Strategy	
HLTH 2060 Nutrition	
MKT 4200 Personal Selling and Sales Management	
REC 4400 Tourism and Commercial Recreation	
SOC 4250 Organizations in Society	
SOC 4400 Conflict Management	
Validation of Applied Associate Degree	**30**
	Total: 120

B.I.S. IN PUBLIC AND NON-PROFIT ADMINISTRATION

The Bachelor of Interdisciplinary Studies in Public and Non-Profit Administration prepares graduates for a variety of careers in local, state, and national government and a variety of not-for-profit organizations, like social service agencies, hospitals, schools, religious organizations, and philanthropic foundations. This major gives students an overall understanding of the organization and administration of public and non-profit organizations and their relations with other local, state, national, and international entities. Beyond this foundation, students may craft a specialization to fit their future career goals or choose to receive training in one of five pre-set areas of specialization: Allied Health Administration, Communication, Financial Administration, Public Management, or Spanish. The program of study for the BIS in Public and Non-Profit Administration consists of five components: General Education Requirements (44 hours); Core Requirements (24 hours); Track Requirements (18 hours for General, Accountancy, Communication, or Spanish; 15 hours for Public

Management); 30 hours upon verification of the student's holding an Applied Associate Degree; and 4 to 7 hours for Electives.

Requirements for a Bachelor of Interdisciplinary Studies Degree: Major in Public and Non-Profit Administration **Sem. Hrs.**

General Education Requirements, including: **44**

For all Tracks:

ECN 2020 Principles of Microeconomics
PLS 1000 Introduction to Political Science or PLS 1010 American National Government
SOC 1020 Introduction to Sociology

For the Financial Administration Track only:

MAT 1070 College Algebra
MAT 2100 Introduction to Statistics

(Students interested in the Spanish Track or taking Spanish courses under the General Track who are not placed into one of the intermediate Spanish courses based on transferred credits or testing must also take the beginning SPN 1310/1320 Spanish sequence.)

Core Requirements: **24**

MGT 3060 Organization and Management
MGT 3080 Organizational Leadership
MKT 3120 Principles of Marketing
PLS 2010 American State Government or PLS 2020 Local Government in the U.S.
SOC 2090 Social Problems in Modern Society
SOC 4180 Voluntary Associations and Non-Profit Organizations
SOC 4420 Community Resource Development
SOC 4850 Internship or MGT 4800 Management Internship or PLS 3600 Introductory Internship in Political Science (3 hrs.)
(Additional recommended courses: ENG 3700 Advanced Composition or ENG 3580 Professional Writing, and ENG 4090-4129 Special Topics in Composition and Rhetoric)

Tracks (Choose one of the five tracks below): **15-18**

General: (18 hours from the following list of courses without other specific Track; at least 12 hrs must be at the 3000-4000 level. Only 12 hours taken from this list may be courses that have ECN, FIN, or MGT prefixes.)

ACC 2270 Financial Accounting
ACC 2280 Managerial Accounting
ACC 4500 Governmental and Not-for-Profit Accounting,
AIS 4020 Federal Policy and the American Indian
AIS 4600 American Indian Health
ECN 3070 Internet Economics
ECN 3080 Environmental Economics
ECN 3300* Public Finance
ECN 3500 Survey of Ethics in Economics and Finance
ECN 3740 Health Economics
ECN 4070* Labor Economics
ECN 4080* Economic Development
ENV 4100 Environmental Laws and Regulations
FIN 3100* Business Finance
MGT 3010 Organizational Crisis Management

General (cont.)

MGT 3030 Business Communications
MGT 4070 Organizational Theory
MGT 4080 Human Resource Management
MGT 4300 Business Ethics and Social Responsibility
MCM 2100 Introduction to Mass Communication
MCM 3600 Media and Culture
PAD 2100* Introduction to Public Administration
PHI 2040 Introduction to Ethics
PHI 4430 Business Ethics
PRE 2200 Public Relations
PRE 3500 Organizational Communications
PLS 3010* Political Parties and Interest Groups in the United States
PLS 3800 International Organizations
PSY 2160 Social Psychology
PSY 2700 Industrial/Organizational Psychology
PSY 3160 Psychology of Leadership
SOC 3010 Community Health Organizations and Services
SOC 3030 The Family
SOC 3130 The Community
SOC 3140 Collective Behavior and Social Movements
SOC 3180 Community Development
SOC 3210 Social Inequalities
SOC 3240 Sociology of Poverty
SOC 3540 Gender and Society
SOC 3670 Social Deviance
SOC 3690 Sociology of Mental Disorders
SOC 3730 Health Promotions and Wellness
SOC 3750 Death and Dying
SOC 3790 Substance Abuse Prevention
SOC 4250 Organizations in Society
SOC 4400 Conflict Management
SOC 4530 Family Violence
SOC 4620 Sociological Social Psychology
SPN 2310 Intermediate Spanish I or SPN 2320 Intermediate Spanish II or SPN 3120 Spanish Conversation
SPE 3580 Discussion and Debate
SWK 3830.Child Welfare Services

**Students who take this course must also take additional prerequisites, which will add credit hours to their program.*

Allied Health Administration:

ECN 3740 Health Economics
PHI 3760 Medical Ethics
SOC 2800 Health & Society
SOC 3010 Community Health Organizations & Society
SOC 3730 Health Promotions and Wellness
SOC 3750 Death and Dying

Communications:

SPE 2000 Interpersonal Communication
SPE 2010 Fundamentals of Speech
MCM 2100 Introduction to Mass Communication

Communications (cont.):

PRE 2200 Public Relations

And 6 additional hours from the following: MGT 3030 Business Communication, BRD 3130* Broadcast Copywriting, SPE 3580 Discussion and Debate, PRE 3500 Organizational Communications, or ENG 3250 Language in Society.

**Students who take this course must also take MCM 2400, which will add 3 credit hours to their program.*

Financial Administration:

ACC 2270 Financial Accounting

ACC 2280 Managerial Accounting

ECN 3300 Public Finance or ECN/FIN 3500 Survey of Ethics in Economics and Finance

FIN 3050 Risk Management

FIN 3100 Business Finance

FIN 4100 Financial Management

Public Management:

ECN 3300 Public Finance

PLS 1010 Introduction to American National Government

PLS 2330 Introduction to Theory and Methodology

PLS 3010 Political Parties and Interest Groups in the United States

PLS 3020 Administration of Municipal Government in the U.S.

Spanish:

SPN 2310* and 2320* Intermediate Spanish I & II; or SPN 2330* Spanish for Heritage Speakers plus 3 additional hours from the elective list below

SPN 3110 Spanish Composition and Review of Grammar

SPN 3120 Spanish Conversation

And 6 additional hours from the following: SPN 3150 Analytical Skills and Critical Aspects of Spanish, SPN 3200 Literary Analysis and Criticism in Spanish, SPN 3210 Survey of Spanish-American Literature I, SPN 3220 Survey of Spanish-American Literature II, SPN 3310 Survey of Literature of Spain I, SPN 3320 Survey of Literature of Spain II, SPN 3360 History of Spanish Language, SPN 3610 Civilization and Culture of Spanish America, SPN 3620 Civilization and Culture of Spain, SPN 3700 Advanced Grammar and Composition, SPN 3710 Business Spanish, or SPN 4510 Study Abroad

**Students who are not placed into one of the intermediate Spanish courses based on transferred credits or testing must take the beginning SPN 1310/1320 sequence, which will add 6 credit hours to their program.*

Validation of Applied Associate Degree	**30**
Electives	**4-7**
	Total: 120

TEACHER EDUCATION PROGRAMS

The University offers teacher licensure programs through the School of Education and secondary licensure programs through departments in the College of Arts and Sciences.

For a description of the Teacher Education program and its requirements and policies, see the School of Education section.

The Teacher Education Program at UNCP is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean of the School of Education. General information about admission to the Teacher Education Program, policies and procedures, licensure and testing requirements, special programs, and resources appears in the School of Education section of this catalog. Please note that some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences. If you are looking for information about a specific program area, refer to the chart below to find out where it is housed and the name of the program coordinator.

Undergraduate Licensure Program Area	**Location**	**Program Coordinator**
English (Secondary Education 9-12 , Middle Grades Language Arts 6-9)	Dept. of English, Theatre, and Foreign Languages	Dr. Denise Feikema
Mathematics Education (secondary 9-12, middle grades 6-9)	Dept. of Mathematics and Computer Science	Dr. Mary Klinikowski
Science Education (secondary 9-12, middle grades 6-9)	Dept. of Biology	Ms. Mary Ash
Social Studies Education (secondary 9-12, middle grades 6-9)	Dept. of History	Dr. Jeffrey Lucas
Art Education (K-12)	Dept. of Art	Dr. Tulla Lightfoot
Music Education (K-12)	Dept. of Music	Dr. José Rivera
Health/Physical Education (K-12)	Dept. of Health, Physical Education, and Recreation	Dr. Denny Scruton
Special Education (K-12)	Dept. of Educational Specialties	Dr. Marisa Scott
Birth to Kindergarten (B-K)	Dept. of Educational Specialties	Dr. Betty Wells Brown
Elementary Education (K-6)	Dept. of Elementary Education	Dr. Kelly Ficklin
Spanish Licensure (K-12)	Dept. of English, Theatre, and Foreign Languages	Ms. Ana Cecilia Lara

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

TEACHING FELLOWS PROGRAM

Director: Karen Granger

The University of North Carolina at Pembroke is one of the seventeen institutions participating in the North Carolina Teaching Fellows Program. The Program is funded by the State of North Carolina to attract the "best and brightest" students to the teaching profession. Each Teaching Fellow receives a $26,000 scholarship ($6500/year for four years) and is required to teach in North Carolina for at least four years.

Teaching Fellows choosing to attend UNC Pembroke participate in an academically and culturally enriched teacher education program. Throughout their program of study at UNCP, Teaching Fellows participate in monthly seminars on topics including cultural diversity, leadership development, and other issues of importance to future teachers. The seminars are led by faculty, area educators, and leaders from the public and private sectors. Teaching Fellows work closely with select faculty mentors on research and special projects.

Educational and recreational field trips provide Teaching Fellows the opportunity for personal and professional development. Special social events are scheduled each semester. Teaching Fellows participate in activities coordinated by the Public School Forum during the summers following their freshman, sophomore, and junior years.

Additional information on the program is available from the Teaching Fellows Program Office.

COLLEGE OPPORTUNITY PROGRAM

Director: Deana Johnson

Kathryn Allen Robin L. Snead

The College Opportunity Program (COP) is designed to admit a limited number of students who meet most, but not all, of The University of North Carolina at Pembroke's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, and SAT or ACT scores. The application for admission should be filed as early as possible.

Students enter the College Opportunity Program based on recommendations from the Office of Undergraduate Admissions, and students enroll in courses designed to develop academic skills which will be necessary for their success at UNC Pembroke. In the Fall and Spring Semesters, the student is allowed to register for 15-17 hours of academic courses. In addition, students meet regularly with the COP advisors for academic counseling as well as participate in special programs throughout the academic year. Students who meet the University's academic eligibility requirements and have successfully completed the College Opportunity Program (made a "C" or higher in ENG 0104, FRS 1000, ENG 1050, and ENG 1060) then continue at the University as other regularly admitted students.

ENTREPRENEURSHIP CERTIFICATE PROGRAM

Director: Michael Menefee

The Entrepreneurship Certificate Program (ECP) provides UNCP students in good standing from all majors the opportunity to learn how to start and manage their own businesses. The ECP consists of five courses (15 hours) in a 2-2-1 format. The first course (ENTR 2000) in the program covers business start-ups. The second course (ENTR 2100) covers business sustainability. The next two designated courses are from the major field of the student, of 3000 or higher level, with departmental approval and determined before the student matriculates in this program. The last course (ENTR 4000) helps the student create a comprehensive business plan. An entrepreneurship certificate will be granted after the successful completion of the program provided the student has a "C" average in the major courses and a "C" average in the Entrepreneurship courses.

Requirements for an Entrepreneurship Certificate	Sem. Hrs.
Required ENTR Courses: ENTR 2000, 2100, 4000	9
Other Required Courses: Two 3000- or higher-level courses in the student's major field, with departmental approval	6
	Total: 15

COURSES (ENTR)

See the School of Business for course descriptions.

INTERDISCIPLINARY MAJORS AND MINORS

SCIENCE EDUCATION MAJOR

Coordinator: Mary C. Ash

Several interdisciplinary programs prepare science educators to teach middle school (6-9) or high school (9-12) science. See the Department of Biology section for descriptions of the programs of study for the B.S. in Science Education (6-9) and the B.S. in Science Education (9-12).

AFRICAN AMERICAN STUDIES MINOR

Coordinator: Frederick H. Stephens

The Departments of Social Work; English,Theatre, and Foreign Languages; Geology and Geography; History; and Political Science and Public Administration offer a multidisciplinary minor in African American Studies. This program is designed to introduce the student to the knowledge base of African American contributions to American society and to provide a theoretical approach to understanding African American culture. The student interested in this multidisciplinary minor will have the opportunity to conduct research in areas of African American Studies.

Requirements for an African American Studies Minor **Sem Hrs.**

Guided Electives: Students must take 18 hours from the courses below, selecting courses from at least three different areas (i.e., SWK, ENG, GGY, HST, PLS).*

Area 1: Social Work/Sociology and Criminal Justice

SWK 3820/SOC 3820 African American Populations

Area 2: Literature

ENG 2100 African American Literature; ENG 3100 The Harlem Renaissance; ENG 4250 African American Rhetorics; ENGS 2xxx (approved topics only); ENGS 4xxx (approved topics only)

Area 3: Geography

GGYS 4xxx (approved topics only)

Area 4: History

HST 1030 Introduction to African American History; HST 3610 African American History to 1863; HST 3620 African American History Since Emancipation; HST 3750 Sub-Saharan Africa; HST 4360 Civil Rights Movement; HST 4020 (approved topics only); HSTS 4xxx (approved topics only)

Area 5: Political Science

PLS 3750 Politics in the Developing World; PLSS 3000-3100 (approved topics only); PLS 3980 (approved topics only); PLS 4200 (approved topics only); PLS 4300

Total: 18

*Permission of the African American Studies Coordinator is required before any topics course may be used to meet the requirements for the minor in African American Studies.

AMERICAN STUDIES MINOR

Coordinator: Ryan K. Anderson

American Studies is an academic discipline concerned with the diversity of the American experience; it is a liberal arts program designed to provide students with an opportunity for multidisciplinary study of the culture of the United States through a variety of perspectives, including history, art, music, literature, film, ethnic studies, and gender studies. Having a cultural studies focus, the program examines America through forms of expression and through its major social, economic, and political structures, both in the past and the present.

See the Department of History for a complete description of this program.

APPLIED GERONTOLOGY MINOR

Coordinators: Stephen M. Marson with the assistance of David Dran

The Programs in Biology; Nursing; Health, Physical Education, and Recreation; Sociology; and Social Work offer an interdisciplinary Minor in Applied Gerontology. The Minor is designed to enhance the student's knowledge base in gerontology for both personal growth and professional advancement. The Minor offers the student understanding of causal linkages between the changes in biological functioning and their psychosocial adaptations. The Minor also addresses the manner in which one can effectively deal with the changes of aging while still maintaining a productive life. Any course that is offered by the Southeastern Gerontology Consortium [SGC] is automatically approved for the Minor. For more information about the SGC, see www.uncp.edu/gerontology.

In order to successfully complete the Minor in Applied Gerontology, the student is required to enroll in a field practicum within his/her major. The internship must be completed under the auspices of an institution or agency whose primary function is related to the elderly population.

Requirements for an Applied Gerontology Minor	**Sem. Hrs.**
Select 17 hours from the following: BIO 1030 or PED 3490 (3), SWK 2700 (2), NUR 3300 (3), PSY 3050 (3), REC 4250 (3), SWK 3000 (3), SOC 3750 (3), SWK 3840 (3), and any course with the GERS designation sponsored by the Southeastern Gerontology Consortium	
Complete a field practicum in an agency that serves the elderly population	
	Total: 17

ASIAN STUDIES MINOR

Coordinator: TBA

The Asian Studies minor satisfies a demand for more knowledge of Asia, a region with growing importance in global business, international politics, and world environmental issues. As an interdisciplinary program, it enhances the portfolio of UNCP graduates as they enter the increasingly competitive workplace where nuanced and informed decision-making is key in a globally diverse and complex society.

See the Department of History for a complete description of this program.

BRITISH STUDIES MINOR

Coordinator: Charles Beem

The Departments of History; English,Theatre, and Foreign Languages; and Philosophy and Religion offer a minor in British Studies. This program is designed to provide an interdisciplinary curriculum for History majors pursuing an emphasis in British history and English majors specializing in British literature, to broaden their understanding of the cultural, social, and political evolution of Great Britain.

See the Department of History for a complete description of this program.

ENTREPRENEURSHIP MINOR

Coordinator: Michael Menefee

The minor in entrepreneurship provides students the opportunity to learn how to start and manage their own businesses. The minor consists of six courses (18 hours). The first two courses in the minor cover business start-up (ENTR 2000) and sustainability (ENTR 2100). The next three courses focus on marketing (MKT 3120), finance (FIN 3000), and law (BLAW 2150). The last course (ENTR 4000) in strategy helps the student create a comprehensive business plan.

Requirements for an Entrepreneurship Minor	**Sem. Hrs.**
Required Courses: ENTR 2000, 2100, 4000, BLAW 2150, MKT 3120, FIN 3000	18
	Total: 18

GENDER STUDIES MINOR

Coordinator: E. Brooke Kelly

Gender Studies is an interdisciplinary minor focusing on the development, maintenance, and consequences of gender in everyday life. The minor includes courses from Sociology, Social Work, History, English, American Indian Studies, and Nursing to provide a well-rounded understanding of gender. See www.uncp.edu/gender for further information.

Requirements for a Minor in Gender Studies	**Sem. Hrs.**
Students must take 18 hours from the courses listed below, selecting courses from at least two different disciplines (AIS, ENG, HST, NUR, SOC, or SWK)*:	
AIS/HST 4250, ENG 2080, HST 3800, HST 4070, HST 4120, NUR 4210, SOC 3030, SOC 3540, SOC 3890, SOC/SAB 4610, SOC/SWK 3870, SWK 3040	
	Total: 18

*Permission of the Gender Studies Coordinator is required before any special topics course may be used to meet the requirements for the minor in Gender Studies.

HISPANIC STUDIES MINOR

Coordinator: Enrique J. Porrúa

The Departments of American Indian Studies; English,Theatre, and Foreign Languages; History; Political Science and Public Administration; Social Work; and Sociology and Criminal Justice offer a minor in Hispanic Studies. This program is designed to provide an interdisciplinary curriculum for students pursuing a better understanding of the cultural, linguistic, social, and historical aspects of the Spanish-speaking world.

Requirements for a Minor in Hispanic Studies	**Sem. Hrs.**
Core Requirements	6
SPN 2310 and 2320	
Guided Electives: Four courses from at least two different departments, with a minimum of three 3000- or 4000-level courses	12
American Indian Studies: AISS 4xxx	
English and Theater: ENG 2190, ENGS 22xx, 33xx, 44xx	
Foreign Languages: SPN 3110, 3120, 3210, 3220, 3310, 3360, 3510, 3610, 3620, 4210, 4220, 4550, SPNS 4xxx	
History: HST 3840, 3850, 3860, 3870, 3990, 4990, HSTS 4xxx	

Guided Electives (cont.)
Political Science: PLS 4300
Social Work: SWK 3750, SWKS 4xxx
Sociology and Criminal Justice: SOCS 4xxx
World Studies: WLS 2990
(Special topics courses related to Hispanic Studies must be approved by the program coordinator and department chair.)

Total: 18

JEWISH AND MIDDLE EASTERN STUDIES MINOR

Coordinator: Mordechai Inbari

The Jewish and Middle Eastern Studies Minor presents a multi-disciplinary program committed to innovative teaching in a broad range of fields including Ancient Near East, Jewish Studies, Islamic and Middle East Studies, and Israel Studies. Dedicated to intellectual openness and pedagogic excellence, the program offers courses that engage critical questions of the history, religion, culture, language, and social and political science of Middle Eastern civilizations.

Requirements for a Minor in Jewish and Middle Eastern Studies	**Sem. Hrs.**
Core Requirements REL 3150; HST 3740 or REL 3030	6
Guided Electives: At least one History course, at least one Religion course, and 2 additional courses from the list below: History: HST 3750, 3811, 4210, 4300, 4450, 4460; HSTS 4185, 4230 Religion: REL 2030, 2180, 3025, 3180, 3210, 3370, 4010, 4070, 4230 Political Science: PLSS 3030 Sociology and Criminal Justice: CRJ 2010 Foreign Languages: SPNS xxxx (when offered as Islamic Cultural Heritage in Spain)	12

Total: 18

MEDIA INTEGRATION STUDIES MINOR

Coordinator: John Antoine Labadie

Media Integration Studies (MIS) is an opportunity for interdisciplinary study in digital studios within three academic departments: Art, Mass Communication, and Music. Projects and assignments emphasize various aspects of applied information technologies (IT) often termed multimedia. Instruction in the use of both hardware and software emphasizes the following areas: still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Additional courses for the MIS minor are offered by the departments of English, Philosophy, and Sociology and Criminal Justice. Students involved in the MIS minor thus have the opportunity to study, across six academic departments, both the practice of multimedia as well as the effects of such media on the individual, on society, and in the arts.

Requirements for a Media Integration Studies Minor	**Sem. Hrs.**
Required Courses: ART 1450, ART/BRD/MUS 3800, 4580, 4800	12
Electives: Choose 2 courses from PHI 1020, MCM 2100, SOC 2220, ENG 2900, ART 2500, BRD 2800, MUS 3580	6

Total: 18

NON-PROFIT LEADERSHIP MINOR

Coordinator: James W. Robinson

The interdisciplinary Non-Profit Leadership Minor offers an innovative curriculum that prepares students for service in the non-profit sector. This minor provides coursework and experiential training to position students to be effective 21st-century non-profit leaders in paid or volunteer capacities.

Requirements for a Minor in Non-Profit l Leadership	**Sem Hrs.**
Required Courses: MGT 3060, MGT 3090, SOC 4180, SOC 4420, and SOC 4850 or MGT 4800	15-18
Elective Courses: select 3 hours from the following list if SOC 4850 is taken or 6 hours if MGT 4800 is taken: MGT 4070, MKT 3120, MCM 2100, PRE 2200, PRE 3500, SOC 2090, SOC 4250, or CRJ/SOC 4400	3-6
	Total: 21

PERSONNEL AND ORGANIZATIONAL LEADERSHIP MINOR

Coordinator: Ed Powers

The Departments of Psychology and Political Science and the School of Business offer an interdepartmental minor in Personnel and Organizational Leadership. This program is designed to provide the following competencies: 1) a theoretical understanding of the basic psychological processes that operate in work settings; 2) skill in establishing rapport with co-workers; 3) skill in assessing the qualifications and performance of others; 4) skill in managing and training others; and 5) a theoretical understanding of organizational structure and the forces that influence it.

Students majoring in any subject are eligible to participate in the Personnel and Organizational Leadership minor. Those who are interested should consult with the department chair from Psychology or Political Science or Marketing, Management, and International Business. Since many courses in the minor have prerequisites that can be taken to meet General Education requirements, early planning will be to the student's advantage.

Requirements for a Minor in Personnel and Organizational Leadership	**Sem Hrs.**
Psychology: select 3 courses from the following PSY 2160, 3160, 3170, 4030, 4150	9
Management/Administration: select 3 courses from the following MGT 3060, 3090, 4080, 4660; ECN 4070; PLS 2100, 3190, 3600	9
	Total: 18

A particular course cannot be used to satisfy the requirements of both a major and a minor at the same time.

SUBSTANCE ABUSE MINOR

Coordinator: Sherry Edwards

A 20-21 semester hour undergraduate minor in substance abuse is available to undergraduate students from any major. Students interested in obtaining jobs in substance abuse will find that completion of this minor will enhance their marketability with regard to entry-level jobs. Further, for those students interested in working toward North Carolina Substance Abuse Certification, the Coordinators will provide guidance and assistance that will facilitate the achievement of Certification in North Carolina.

Requirements for A Minor in Substance Abuse	Sem. Hrs.
Required Courses: SAB/CRJ 2830 or SWK 3800, SAB 3770, SAB 4550, SOC 3780 or SAB 4610	12
Elective Courses: Select 8-9 hours from the following: CRJ/SOC 3670, CRJ/SWK 3500, SAB/SWK 2700, SOC 2090, SOC 3030, SOC/SWK 2450, SOC 3790	8-9
	Total: 20-21

COURSES (SAB)

SAB 2700. Medical Terminology (SWK 2700)

Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social behavioral science curricula who seek careers in medical organizations. Credit, 2 semester hours.

SAB 2830. Interviewing Skills (CRJ 2830)

This course teaches practical skills and the theories behind them for interviewing and recording of interviews in legally and emotionally sensitive areas, such as knowledge about criminal conduct and victimization, child, domestic and substance abuse. Systems theory is applied to the selection of techniques to be used in different interviewing circumstances, recognizing such critical status distinctions as victim, witness, or suspect. The course employs lecture, discussion, readings, interviewing assignments, simulations, role-playing, audio-visual taping, and documentation exercises. Credit, 3 semester hours.

SAB 3770. Drug Use and Abuse (HLTH 3770)

A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Credit, 3 semester hours. Prerequisite: SOC 2010 or permission of instructor.

SAB 4550. Treatment of Alcohol and Drug Addiction (SWK 4550)

Substance abuse treatment and rehabilitation involving individual clients, families, and groups is addressed. Modalities of treatment, treatment planning, case management, and managed care in addictions are also addressed. Credit, 3 semester hours.

SAB 4610. Addiction and Women (SOC 4610)

An analysis of women's experiences of addiction, the societal response to female addiction, and the treatment resources and services that are needed to prevent and treat female addiction. Topics covered include the centrality of relationships in women's lives, sexual abuse and addiction, addiction and traditional gender roles, and parenting issues for substance abusing women. Credit, 3 semester hours.

TERRORISM STUDIES MINOR

Coordinator: Robert McDonnell

The minor in terrorism studies is designed to accommodate the student who is majoring in criminal justice, political science, religion, or some other discipline and is interested in pursuing a career in law enforcement, corrections, law, and/or government. It provides the student an interdisciplinary approach within the social sciences and addresses the unique challenges presented by terrorism and its impact on our national security and the political world. The program examines how this phenomenon impacts democratic societies and the geo-political environment in the face of an unparalleled threat environment.

Requirements for a Minor in Terrorism Studies	Sem. Hrs.
Core Courses: CRJ 2010, CRJ 4200, CRJ 4230	9
Electives: select three of the following courses: CRJ 4210, CRJ 4220, PLS 4170, REL/PLS 3025, REL 3280	9
	Total: 18

WORLD STUDIES MINOR

Coordinator: Elizabeth Normandy

Eighteen semester hours are required for the satisfactory completion of the minor in World Studies. Courses that fulfill the requirements of the student's major area of study cannot be applied toward this minor. The minor is divided into specified and elective courses.

Requirements for a Minor in World Studies	**Sem. Hrs.**
World Studies: select two courses from WLS 2000, 2510, and 4500	
Elective Courses: select four with coordinator (see below)	
	Total: 18

COURSES (WLS)

WLS 1000, 1010, 1020, 1030. University Convocation Program

The World Studies Committee offers four one-hour courses to encourage student attendance at campus lectures and cultural events. Each course is given on a Pass/Fail basis. To receive credit, students must attend ten events which have been approved by the World Studies Committee. Credit, 1 semester hour.

WLS 1500. Introduction to International and Intercultural Relations

This course is an academic and cultural introduction to the US system of higher education and the similarities and contrasts with other countries. Topics include the responsibilities of being good global citizens and adjustment issues in university life in the US and abroad. This course will prepare international or study abroad students for academic life in the US/foreign university and help develop the necessary skills to become successful global citizens. Credit, 1-3 semester hours.

WLS 2000. World Cultural Geography (GGY 2000)

Concept of culture applied to the human environment. Geographical variations and evolution resulting from the interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Credit, 3 semester hours.

WLS 2100. Multicultural Center Internship

This internship will provide students with a deeper understanding of cultural relations and the administration of a cultural center. Students may be assigned research on a cultural topic and will be required to submit papers as well as prepare a related exhibit for public display. Credit, 3 semester hours, PREREQ: Approval of World Studies Minor Coordinator and the Director of the Multicultural Center.

WLS 2510. Introduction to World Politics (PSPA 2510)

This course gives students a basic understanding of the major issues and aspects of world politics. It includes an overview of trends in world politics in the twenty-first century, considers the relevant global actors, explores the relevance of non-state actors, and focuses on the increasing importance of issues relating to global welfare. A central premise is that world politics is a combination of political, historical, economic, and sociological factors which are not static. Credit, 3 semester hours. PREREQ: PSPA 1000 or 1010.

WLS 2990. Study Abroad

Students who successfully study abroad for a trip lasting a minimum of one week in a University-approved program will be required to prepare a substantive report regarding their experiences while abroad or report on a particular point of interest they may have researched while in a foreign country. Credit, 3 semester hours, Course may be repeated once for a maximum of 6 semester hours. PREREQ: Approval of the Office of International Programs.

WLS 3200. Service Internship

This internship is designed to provide credit for those students (especially volunteers) who provide

service to other cultures abroad, but could also be applied to service to groups of foreigners domestically. Students will be required to submit a substantive report regarding this experience. Credit, 3 semester hours. Course may be repeated once for a maximum of 6 semester hours. PREREQ: Approval of the Office of International Programs

WLS 4500. Seminar in International and Intercultural Relations
Research seminar to gain experience in formulating, designing, and implementing meaningful research projects in international and intercultural relations. A substantial paper will be prepared by the student and presented to the Seminar and World Studies faculty. Credit, 3 semester hours. PREREQ: Approval of World Studies Minor Coordinator.

ELECTIVE COURSES (Select four)

Courses must be selected by the student, approved by the Coordinator, and noted in the minor advisement file of the student. A minimum of 12 unduplicated semester hours will be chosen. Participating departments include:

Biology
Management, Marketing, and International Business
Geology and Geography (Geography)
Foreign Languages
History
Philosophy and Religion
Political Science
Sociology and Criminal Justice

HEALTH PROFESSIONS PROGRAMS

In addition to the Bachelor of Science in Nursing, described in the College of Arts and Sciences section, the Departments of Biology and Chemistry and Physics provide curricula which meet the requirements for admission into most schools of medicine, dentistry, veterinary science, and medical technology. In addition, students wishing to pursue a degree in a variety of other health related professions such as pharmacy, optometry, physical therapy, etc., can obtain some of the required college preparation (generally two years) at UNC Pembroke prior to transfer to the appropriate professional school. In each case, admission to the professional school is competitive, and completion of the prescribed curriculum at UNCP does not guarantee such admission. Because entrance requirements vary with the profession and with individual schools, it is the responsibility of the student to be familiar with the requirements of the specific school to which he or she plans to apply. Advice or assistance can be obtained from the Health Careers Counselor, or from any biology or chemistry faculty member.

PRE-HEALTH CURRICULA AND DEGREE PROGRAMS THAT LEAD TO THE HEALTH PROFESSIONS

Curricula	Degree Programs
Pre-Medical, Pre-Dental, Pre-Pharmacy, Pre-Medical Research, Pre-Veterinary Medicine, Pre-Medical Technology, Pre-Optometry, Pre-Nursing, Pre-Public Health, Pre-Allied Health, Pre-Physical/ Occupational Therapy	B.S. Biology, B.S. Chemistry, B.S. Applied Physics, B.S. Psychology, B.S. Mathematics, B.S.N. Nursing

PREPROFESSIONAL CURRICULA IN MEDICINE

Although a B.S. degree is technically not a prerequisite for these programs, the large majority of students who apply and are accepted do hold an undergraduate degree. It is therefore recommended that students interested in these areas pursue a B.S. degree. The Departments of Biology and Chemistry and Physics offer B.S. programs with biomedical emphasis that enable a student to meet requirements for most professional schools. These programs are detailed in the program descriptions of the Departments of Biology and Chemistry and Physics.

ACADEMIC POLICIES

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REQUIREMENTS FOR BACCALAUREATE GRADUATION

Each student is responsible for proper completion of his or her academic program, for familiarity with the University of North Carolina Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Though appropriate UNCP faculty and staff make every effort to insure that students register for the courses required by their chosen degree program, the ultimate responsibility for meeting graduation requirements lies with the individual student. Each candidate for graduation must meet all of the following requirements:

1. Have a minimum of 120 to 128 semester hours of course work in accordance with specific degree requirements, excluding ENG 0104, MAT 0104, EDN 0104, MUS 0106;
2. Have successfully completed the General Education Program;
3. Earn a grade of "C" (2.0) or better in both English composition courses, ENG 1050 and ENG 1060;
4. Have successfully completed a program for an academic major;
5. Have a minimum overall cumulative quality point average of 2.0 and have a minimum cumulative quality point average of 2.0 in all work attempted at the University of North Carolina at Pembroke;
6. Have a minimum overall cumulative quality point average of 2.0 in the major field of study;
7. Complete a minimum of 9 semester hours above the General Education Program level in the major field of study at UNC Pembroke if the student transferred here (This does not contravene the minimum requirement of 15 total hours of 3000 or 4000 level courses in any major.);
8. Be registered during the academic year in which the student's graduation occurs;
9. Complete the last 25 percent of course work in residence at UNC Pembroke. An internship or study abroad program approved by the Dean and the Department Chair may be substituted unless it reduces the number of semester hours in residence at UNC Pembroke to fewer than 30;
10. Count no more than 3 semester hours of activity courses toward the credit hours required for graduation. Activity courses are defined as having: no regularly scheduled class meeting time, no well defined instructional format, and no graded (A, B, C, D) work required. Excluded from this definition are FRS 1000 (Freshman Seminar) and supervised internship courses;
11. Count no more than 24 semester hours of correspondence and/or extension credit (with no more than 12 hours of correspondence from regionally accredited institutions toward a degree, provided that such correspondence credit is approved by the Office of the Registrar and will not be applied to satisfy specifically stated course requirements in major programs) (NOTE: Any student needing to take correspondence work after admission to study at UNC Pembroke may be permitted to do so only after obtaining formal approval from the student's academic advisor, from the Office of Academic Affairs, and from the Office of the Registrar.);
12. Meet the requirements of one catalog which were current at the time the student entered this institution or a subsequent catalog. Students will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog;
13. Meet the requirements of the catalog in effect at time of readmission or those of a subsequent

catalog if attendance is interrupted for more than one year (two semesters);

14. Make application for the degree by October 1st for the following spring or summer commencement and March 1st for the following winter commencement when earned hours reach 75 (end of first semester of junior year).
    a. Complete (including all required signatures) a Degree Application Form (available in the Office of the Registrar);
    b. Pay a non-refundable graduation fee of $50 by the required date or an additional $25 late filing fee will be charged;
    c. If a candidate fails to qualify by the time of commencement, but does qualify at a later time, the student must submit another application and a $25 diploma fee;
    d. If the candidate fails to meet this requirement as specified, the student must wait until the next commencement to receive his or her degree;
15. Satisfy all financial obligations to the University.
16. Students entering in Fall 2011 or later must complete 9 semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course. These are designated by "WE" or "WD" on the course schedule.

All candidates are encouraged to complete a file in the Career Center.

COMMENCEMENT

A student may complete graduation requirements at the end of fall, spring or summer session. A student who completes requirements in fall or spring is required to attend commencement at that time. A student who completes graduation at the close of the summer sessions will have the option of returning to participate in the winter commencement or of receiving the diploma in absentia. If the student elects to receive the diploma in absentia, the student must submit to the Registrar one month prior to commencement a written request which indicates the address to which the diploma will be mailed. The diploma will be mailed after commencement.

A student may participate in commencement exercises if he or she has met all the requirements for graduation. When commencement takes place before final grades are processed, a student may participate in commencement if the Registrar has not been notified that the student will not meet all the requirements by the last day of exams. Graduation is solely dependent on the completion of degree requirements. Participation in commencement exercises does not imply graduation is imminent.

PERMISSION TO TAKE A COURSE AS A VISITOR AT ANOTHER UNIVERSITY

Students who wish to enroll in courses at other institutions to apply toward a degree at UNCP must adhere to the following policies:

1. Have written approval from their UNCP advisor.
2. Have written approval from their UNCP Department Chair if the course is part of their major curriculum.
3. Have written approval from the UNCP Registrar.
4. Have a minimum QPA of 2.0.
5. Be in good social standing.
6. Have an official transcript submitted to the UNCP Office of the Registrar immediately upon completion of the course.
7. Courses accepted for transfer credit will be evaluated in terms of UNCP's academic policies, curriculum and the student's proposed program at UNCP. Fractional credit will not be granted for partial completion of any course.
8. Credit hours will transfer for courses in which the student earns a "C" or better. Grades earned at other institutions are **not** used to compute UNCP's quality point average.
9. Permission will not be granted to repeat a course at another institution. Students may elect to repeat any course if the original course and the repeat course are taken at UNCP.

COURSE LOAD AND PROGRESS TOWARD GRADUATION

Students are expected to enroll in at least 15-16 semester hours credit per term so that it is possible for them to graduate in four years (eight semesters). Full-time students must carry at least 12 semester hours each semester. The maximum load is 18 semester hours except as follows. Students who are on the Honors List may take up to 19 semester hours; students who are on the Chancellor's List may take up to 21 semester hours. Summer session students may carry no more than 7 semester hours each summer session term. All course work counts toward student load whether the student is enrolled for credit or as an auditor at this or another institution

All undergraduate degree programs at UNCP require between 120-128 semester hours for graduation. In order to graduate in 4 years (8 semesters), it is necessary to take (and pass) 15-16 semester hours for 8 semesters. Students must work with their advisors and their major departments to ensure that they follow the scheduling sequence of required courses for their majors.

Students entering as of fall 1994 who take more than 140 hours to complete a baccalaureate degree must pay a tuition surcharge of 50%. (See Tuition and Fees.)

ACADEMIC PROCEDURES AND POLICIES

Students are expected to learn the University requirements and regulations which are applicable to them, and are individually responsible for meeting all such requirements and regulations. *Before the close of each semester, the student is expected to discharge all financial obligations to the University.* A student may not register for a new semester nor receive a degree, certificate, or transcript until all University bills are paid.

UNDERGRADUATE GRADING AND ACADEMIC ELIGIBILITY

Regulations concerning academic eligibility are subject to constant revision and change. In the event of a change all students will conform to the newer regulations.

Classification of Students

Regular students at UNCP are classified according to the number of semester hours they have earned in keeping with the following table:

Less than 30 hours-Freshman	60 to 89 hours-Junior
30 to 59 hours-Sophomore	90 hours to graduation-Senior

Grading System (Undergraduate)

Students may view their midterm and final grades on BraveWeb. Students needing a copy of their grades may print them from BraveWeb or request a transcript.

A letter grade and plus-minus system for evaluating academic performance is used for evaluating all undergraduate students. Each letter grade has a quality point value for each semester hour it represents. The hour and quality points are used in determining a student's grade point average for a semester's work and in averaging grades for all work completed to find a student's cumulative quality point average.

Academic eligibility for a student shall be determined by current regulations.

The letter grades and quality points represented by each, as of 1 January 1989, are as follows:

A = 4.0	B-=2.7	D+ = 1.3	P = 0.0
A- = 3.7	C+= 2.3	D = 1.0	I = 0.0
B+=3.3	C = 2.0	D- = 0.7	T= 0.0
B = 3.0	C- = 1.7	F = 0.0	W or AU= 0.0

The "P" grade is earned in designated courses and carries semester hours credit. However, the hours are not counted in quality hours. Quality hours are the hours used in figuring quality point averages.

The "I," or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the "I" grade is requested. An incomplete must be removed within one semester (excluding summer term) or it will automatically be converted to a grade of "F" by the University Registrar. In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

The "T," grade pending, is given only for Esther G. Maynor Honors College courses until the thesis or project is completed.

The "W" grade is assigned when a student withdraws from a course during the designated drop-add period or when special permission is granted to withdraw (see below, for withdrawal process). When a student receives a "W" grade, the grade is recorded, but the semester hours attempted are not counted as quality hours.

Audited classes are listed on the permanent record. They are designated by the letters "AU." The AU's and W's will be listed as attempted hours, but not as quality hours for figuring quality point averages.

Quality Point Average and Scholastic Standing

Scholastic standing at UNC Pembroke is based on the quality point average. To figure quality point average, multiply the number of quality hours (attempted hours minus P credits, AU's and W's) assigned to each course by the number of quality points received, add the quality points received for all courses, and divide by the number of quality hours.

Example:

Course	Final Course Grade	Quality Hours	x	Quality Points	=	Quality Points Earned
Course A	C+	3	x	2.3	=	6.9
Course B	B-	3	x	2.7	=	8.1
Course C	A	1	x	4.0	=	4.0
Course D	P	0*	x	0.0	=	0.0
Course E	F	1	x	0.0	=	0.0
Course F	B	3	x	3.0	=	9.0
Course G	A-	3	x	3.7	=	11.1
Course H	I	2	x	0.0	=	0.0
		Total Quality Hrs. 16				**Total Quality Pts. 39.1**

Quality Point Average = 39.1 divided by 16 = 2.44

*A grade of P counts as hours earned but not as quality hours and is computed as 0 hours in figuring quality point averages.

A cumulative quality point average is obtained by including only the quality hours and quality points received from UNCP.

Academic Standing

A student's academic standing during any term is determined by the cumulative grade point average (GPA) earned on the total quality hours. To be in good standing, a cumulative GPA of 2.0 must be maintained. Individuals with less than a cumulative 2.0 are placed on either probation or suspension.

Students are advised of their academic status at the end of every semester via email, Braveweb, and mail sent to their address on record. It is the student's responsibility to know his or her academic standing status and to ensure that an accurate mailing address is on file with the Registrar.

Academic Probation

Continuing Students: A continuing student is placed on Academic Probation when his/her cumulative GPA falls below 2.0 at the end of any term (fall/spring/summer).

Students on academic probation are eligible to attend the University under specified provisions but are not in good standing. Enrollment for the probationary term will be limited to a maximum of 13 semester hours. At the end of the probationary term, students must achieve one of the following:

1. Raise the cumulative GPA to a minimum of 2.0, or
2. Earn a minimum GPA of 2.3 on at least 12 semester hours, excluding FRS 1000 and PE activity courses, for the probationary term.

Failure to meet one of the conditions above will result in suspension from UNCP for one semester.

First-Semester Freshmen and First-Semester Transfer Students: In addition to the requirements above, first-semester freshmen and first-semester transfer students who earn between 1.5 and 1.99 at the end of their first semester are placed on probation for one term and must meet the following to continue:

1. Develop a Success Contract with a member of the Center for Academic Excellence and adhere to guidelines established.
2. Meet monthly with their academic advisors.
3. Attend a minimum of three academic success seminars offered by the Center for Academic Excellence.

First-semester freshmen and first-semester transfer students who earn between 1.5 and 1.99 and are placed on probation must agree to participate in the above activities during the second semester or they are ineligible to return to UNCP for one semester. Additionally, these students must earn a minimum GPA of 2.3 or achieve good academic standing status at the end of the second term. Failure to meet one of these criteria will result in a one-semester suspension.

Academic Suspension

Continuing Students: If a continuing student does not meet the above GPA requirement(s) during the probationary semester, he/she will be suspended for one semester and can apply for readmission after the suspension semester (see Registrar's Website).

Following an initial suspension of one semester and being readmitted to the University on probation, failure to meet the GPA requirements at the end of the semester will result in a suspension for two semesters. After two semesters, the student may apply for readmission to UNCP (see Registrar's Website).

Students failing to meet the GPA requirements for continuation after the second suspension and readmission to UNCP will be suspended from the University for a minimum of three academic years.

NOTE: From time to time, students on suspension enroll at another institution to strengthen academic and study skills. While this can be a very beneficial use of the suspension semester, no credits earned while on suspension are transferrable to UNCP when readmitted.

First-Semester Freshmen and First-Semester Transfer Students: First-semester freshmen and first-semester transfers earning less than a 1.5 at the end of the first term of enrollment are placed on suspension and are ineligible to return to the University for one semester. They can apply for readmission after the suspension semester (see Registrar's Website). If readmitted, students will return on academic probation.

Suspension Appeals

A student who wishes to appeal his/her suspension must appeal to the Suspension Appeals Committee at least ten (10) work days prior to the first day of classes of the semester for which enrollment is sought. Appeals are coordinated by the staff of the Center for Academic Excellence. Individuals

wishing to appeal a suspension should contact the Center to schedule a meeting with a counselor to develop an appeals packet. Complete appeals packets include, at a minimum, letter of appeal, Success Contract, supporting documents of personal/medical reasons for performance, and statement of strategies/support programs that will be utilized during the semester to attain good academic standing status. No appeals will be heard if received after the deadline, and the decision of the Suspension Appeals Committee is final.

ACADEMIC HONORS

Graduation with Honors

Graduating seniors may be considered for honors if they have earned a Quality Point Average (QPA) of at least 3.4 for 45 semester hours of course work in residence at UNCP. All course work attempted (including quality hours from other institutions and repeated hours) will be included in the calculation of the cumulative QPA for determining the particular honors designation awarded. Students who attain a cumulative QPA of 3.85 or higher are graduated *summa cum laude*. Those who achieve a minimum cumulative QPA of 3.7 are graduated *magna cum laude* and students whose cumulative QPA is at least 3.4 are graduated *cum laude*.

Students who achieve the hours and the QPA requirement at the beginning of the last semester of their senior year will be recognized at commencement. The final assessment is done after graduation and honors are pending for all students until this is completed. The honors designation will appear on the student's diploma and transcript.

Honors/Chancellor's List

Students are eligible for Honors List if they achieve a minimum semester quality point average of 3.2 while passing at least 12 semester hours of course work; none of the 12 hours may be Pass/Fail.

Students are eligible for Chancellor's List if they achieve a minimum semester quality point average of 3.7 while passing at least 12 semester hours of course work; none of the 12 hours may be Pass/Fail.

ORIENTATION AND ADVISEMENT

New Student and Family Orientation and Testing

The Office of New Student and Family Orientation offers several programs during the spring and summer of each year to acquaint new students and family members with the academic, co-curricular, and social opportunities offered at the University. These programs are designed to ease the transition of incoming students and their family members to UNC Pembroke. All students who are required to attend New Student and Family Orientation will be mailed information concerning the program. In addition, freshman students are required to attend the Becoming BRAVE Welcome Program in August.

Students are not required to test for placement in English and Math. Students are placed into the appropriate English course based on SAT score, ACT score, or high school experience. Any student who is placed into ENG 0104 is given the opportunity to challenge the placement in their first semester of enrollment. This placement challenge is offered during Welcome Week in the fall semester and the first week of class in the spring. Students are placed into the appropriate math course by major and advisement. Students who wish to begin in MAT 2210, Calculus I, can request a placement test from the math department to show that they can meet the expectations of the course.

In addition to Math and English, all incoming students with less than 15 hours of transfer work are required to test in order to place out of SPE 1020. Details regarding this assessment are provided at New Student Orientation.

Academic Advisement

New freshmen are advised by the staff of the Advising Center when registering for first semester courses, after which time they will be assigned faculty advisors. In most cases, Freshman Seminar instructors become their students' advisors until the student declares a major. As soon as a student

decides on a major, the student should take a Declaration of Major form to the department chair for the chosen major. The chair will assign a faculty member in the student's major as the new advisor. The student obtains the signature of the new advisor and submits the form to the Office of the Registrar in Lumbee Hall.

The advisor's role is to assist the student in planning a suitable academic program and to maintain a record of progress during the student's college career. The advisor also provides information and guidance regarding UNC Pembroke policies and procedures. **However, the final responsibility for meeting all academic program requirements lies with the student.** The Center for Academic Excellence serves as a resource center for students who may wish to seek additional academic help, and faculty members may refer students to the Center.

REGISTRATION PROCEDURES AND POLICIES

Registration

Each student must complete registration online. No student is considered to be officially registered until the student has completed registration as outlined below. Students who fail to complete registration as prescribed will have their names dropped from all class rolls. If these students subsequently request to register, they must follow registration procedures just as if they had not started registration before.

The advisor's role is to assist the student in planning a suitable academic program. However, the student is responsible for following all applicable academic regulations. This includes general education requirements, prerequisites, and major/minor requirements. Students are individually responsible for all course registrations and for completing the requirements for graduation. The Office of the Registrar will drop students who register for courses without following departmental or University regulations. Each student must register online prior to the first day of class. After classes begin, each student must register in person in the Office of the Registrar.

The University has a two-phase registration system: the early or pre-registration phase and the regular registration phase.

Students currently enrolled at The University of North Carolina at Pembroke may complete their registration by: (1) consulting with their advisor during the designated early registration period, (2) obtaining the personal identification number (PIN) from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work online, and (4) paying tuition and fees to the Cashier's Office.

Students returning after an absence of one semester may complete their registration by: (1) consulting with their advisor during the designated registration period, (2) obtaining a PIN and preparing their class schedule for the semester, (3) registering for the approved course work online, and (4) paying tuition and fees at the Cashier's Office.

Students who have not returned to the University in two semesters (one academic year), need to apply for readmission to the University. Please see Re-Enrolling Students in the Undergraduate Admissions section of the Catalog. Students who are in good academic standing with the University maintain an active enrollment status for two semesters (one academic year).

Adding, Dropping, and Withdrawing from Courses

After a student has completed registration the only way the student's schedule can be changed is through the drop-add procedure. To add a course a student must obtain a Course Add Form from an academic department, complete the form, have it approved by his or her advisor, obtain the signature of the gaining professor, and present the form to the Office of the Registrar. To drop a course a student must obtain a Course Withdrawal Form from an academic department, complete the form, have it approved by his or her advisor, and present the form to the Office of the Registrar.

A student may withdraw from a course after the drop-add period but prior to and including the last day of the first week of classes after midterm grades are reported, with a grade of W, if the student obtains the signature of her or his advisor and instructor. Students entering UNCP as freshmen will

have the option of withdrawing from a maximum of 15 semester hours of coursework.

A student who transfers to UNCP may not withdraw from more than the maximum number of hours of coursework as determined by the table below during his/her undergraduate career at UNCP. After a student has withdrawn from the maximum allowed number of credit hours, any subsequent withdrawal will result automatically in a grade of "F." These limits apply only to the Fall and Spring semester courses, not to Summer session courses.

Transfer Hours	Maximum Withdrawal Hours
0-23 hours	15
24-51 hours	12
52-89 hours	9
90 or more hours	6
Candidate for Second Bachelor's degree	6

Withdrawal without penalty from a course or courses after the deadline for withdrawal, but before the last two weeks of classes in the semester, may be approved only for appropriate cause such as serious illness. Appropriate documentation is required. Unsatisfactory academic performance does not by itself constitute sufficient reason to grant a late withdrawal.

The student should secure a course withdrawal form from the Registrar's office, obtain the instructor's signature and the advisor's signature, and return the form to the office of the Associate Vice Chancellor for Enrollment for review. Approved requests receive a W in the course. A copy of the completed form and any required documentation must be on file with the office of the Associate Vice Chancellor for Enrollment before a late course withdrawal will be considered. A second copy of the completed withdrawal form will be forwarded to the Registrar's Office for entry of the assigned grade.

Withdrawal from the University

Up to the last day to receive a W in a course, a student may complete a "Request for Withdrawal" form, available from the Office of the Registrar webpage at www.uncp.edu/registrar. The student should get the required signatures, take the I.D. card to the Student Accounts Office, and return the form to the Office of the Registrar. The University makes applicable refunds only after the withdrawal procedure is completed.

After the last day to receive a W in a course, the Associate Vice Chancellor for Enrollment approves withdrawal from the University without academic penalty only when unusual and documentable circumstances warrant. Unsatisfactory academic performance does not by itself meet the requirement. As soon as possible, and no later than before the beginning of the last two weeks of classes in the semester, the student petitioning to withdraw from the University must meet with the Associate Vice Chancellor for Enrollment, present the required documentation, and complete the necessary forms. Approved requests receive a grade of W in all courses. Withdrawal under these circumstances will not count toward a student's 15 hour career withdrawal limit. Students who stop attending classes without completing the withdrawal procedure ordinarily receive an F in courses for which they are registered.

Repetition of Course Work

A student who wishes to repeat a course must adhere to the following policies:

1. The original course and the repeat course must be taken at UNCP.
2. The course being repeated must be the same course taken previously; no substitutions are allowed.
3. Students may repeat a course twice. Exceptions to this limit require approval of the chair of the department offering the course and the appropriate dean.
4. All grades received in courses repeated will be used to compute the quality point average, unless the student elects to use a grade replacement (see "Grade Replacement Policy" below).
5. A student will receive credit (earned hours) for a course one time, and the most recent grade will be used in meeting graduation requirements.
6. All entries remain a part of the student's permanent record.

Grade Replacement Policy

a. Students Entering UNCP Prior to Fall 1994

Undergraduate students who entered UNCP before the fall of 1994 and who follow the repeat policy will automatically have the grade replaced for all eligible repeats. The semester hours and quality points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements. However, all entries remain a part of the student's permanent record.

b. Students Entering UNCP for Fall 1994 and Thereafter

Beginning with the fall semester of 1994, undergraduate students who enter UNCP and who wish to replace a course grade must adhere to/the following policies:

1. A student must follow all regulations regarding repetition of course work.
2. Some courses may be taken more than once for full credit; these courses are not eligible for grade replacement.
3. The semester hours and quality points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements.
4. Students entering UNCP as freshmen from Fall 1994 through Spring 2013 will have the option of replacing a maximum of 15 credit hours with improved grades earned by repeating courses. Students entering UNCP as freshmen beginning in Fall 2013 will have the option of replacing a maximum of 12 credit hours with improved grades earned by repeating courses. No student is eligible for more than 15 hours of replacement credit regardless of his/her entry date.
5. The credit hours associated with each repeated course will count toward the cumulative replacement hours.
6. Students transferring or readmitted to UNCP may replace grades for courses taken at UNCP for a maximum number of hours as determined by the scale below, which is based on the number of hours accepted for transfer or readmission.

Transfer or Readmission Hours Accepted as of Fall 1994	Maximum Hours for Replacement
0-23 hours	15 or 12 (based on entry date)
24-51 hours	12
52-89 hours	9
90 or more hours	6
Candidate for Second Bachelor's degree	6

7. The student must secure a form from the Registrar's Office and indicate in writing which course grades are to be replaced for computation of the quality point average. The form designating specific course grade replacements will be maintained on permanent file in the Registrar's Office.
8. Decisions for course grade replacement are irrevocable.
9. All entries remain a part of the student's permanent record.

INTERNSHIPS, PRACTICA, AND INDEPENDENT LEARNING

Internships, practica, and other external learning experiences provide opportunities for students to earn academic credit for approved work or research programs in cooperating business-government, or education organizations. The internships, which are of one-term duration, are open to qualified junior or senior students with the approval of the department chairman.

All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses.

Experiential Learning and Cooperative Education

Practical work experience is very important in today's world. Students at UNC Pembroke may

elect to get some practical work experience which is related to their program major (or minor) through several practical work experiences.

a. Experiential Learning Program: Experiential Learning is a working-and-learning arrangement. The student negotiates a proposal in some area of interest to the student. Negotiation involves the student, the University, and an organization (business, agency, etc.) where the student plans to work. Experiential Learning is available through academic departments and requires approval of the chairman.

The following regulations govern the offerings of Experiential Learning:

1. The Experiential Learning Program consists largely of Experiential Learning I and Experiential Learning II. A student must take the courses in numerical order. They cannot be taken concurrently.
2. The amount of credit that can be earned in Experiential Learning I and II varies from one to three semester hours in each course, and is jointly determined by the student and the student's major advisor on the basis of what the student contracts to do.
3. To be eligible for enrollment in Experiential Learning I or II, a student must:
   * have declared for a major program in a department which provides its students with practical work experience through Experiential Learning I and II;
   * be classified as a junior or senior;
   * have an overall cumulative quality point average of at least 2.0;
   * have the written recommendation and approval of the major department chairman and the major advisor.
4. Each eligible student who registers for Experiential Learning I or II is required to sign and carry out a written work-learning contract jointly developed by the student, the student's advisor, and the organization providing the practical work experience which states:
   * what the student is to do, what the major advisor is to do, and what the organization is to do;
   * the number of semester hours the students will earn in completing the contract;
   * that credit will be earned only if all of the contracted work is completed with a contract period of one-semester or term of summer session;
5. Eligible students are allowed to use not more than a total of six semester hours credit in Experiential Learning I and II in meeting the 128 semester hours minimum requirement for the degree.

b. Cooperative Education Program: Cooperative Education is an arrangement whereby UNC Pembroke cooperates with an outside business or agency to help a student directly explore a career-related field as an integral part of the educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences while pursuing an academic degree program. To be eligible, a student must have completed a minimum of 30 semester hours and normally must have earned a cumulative QPA of 2.0 or above. Participants typically receive pay, and academic credit may be awarded if approved by the department chair, the Academic Affairs office, and the Registrar. Cooperative Education is coordinated by the Career Center.

Independent Study

A student who wishes to enroll in an Independent Study Course in any department must: (1) meet the requirements established by the department for Independent Study and (2) submit a written Request for Independent Study to the department chair. The Request for Independent Study must include a complete description of the Independent Study Project and a schedule for submission of the Project. The Request must be approved by (1) the professor supervising the Independent Study Project and (2) the department chair. A student may elect to work for one, two, or three semester hours of credit.

Upon completion of the Independent Study Project, the student must submit the Project to the supervising professor. The supervising professor will evaluate the Project and assign a grade. A copy

of the Project will be submitted to the department chair, who will keep it on file.

Departments permitting Independent Study Projects will have written guidelines setting out the requirements for Independent Study. Supervision of Independent Study Projects by faculty is voluntary.

CLASS ATTENDANCE POLICIES

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. The University reserves the right to administratively withdraw students who have never attended any classes for the semester. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all general education classes, instructors will keep attendance records. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will notify the Center for Academic Excellence for appropriate follow-up. Departments may also develop and distribute attendance policies and procedures to be followed for students who miss an excessive number of classes.

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor.

When the University is officially closed, no student can be counted absent, even if the instructor holds class. Any course-related material will be made available in some form by the instructor.

NOTICE CONCERNING THE INSPECTION AND RELEASE OF STUDENT RECORDS

The University of North Carolina at Pembroke complies with all provisions of the Family Educational Rights and Privacy Act of 1974. The full statement of the University's policy is available in the Office of the Registrar located in Lumbee Hall. With some exceptions, students have the right to inspect and to challenge the contents of their education records. Access to academic records is coordinated through the Registrar's Office. Students wishing to inspect their records should contact the Registrar in Lumbee Hall between the hours of 8:00 a.m. and 5:00 p.m. Monday - Friday, while the University is in session.

The University routinely releases to the public so-called Directory Information, as follows: the student's name, address, telephone listing, electronic mail address, major field of study, participation in officially recognized activities and sports, weight and height of athletic teams, dates of attendance, degrees and awards received, and previous educational agency or institution attended by the student. Any student who wishes to have the above Directory Information withheld must complete and sign a request in the Registrar's Office. The consent for non-disclosure will remain on the student's record until the student signs consent to lift the confidential status hold.

FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):

Certain personally identifiable information about students ("education records") may be maintained at The University of North Carolina General Administration, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information. Whatever their origins, education records maintained at General Administration are subject to the Federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights,

the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent.

A student may file with the U.S. Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA.

The policies of The University of North Carolina General Administration concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of General Administration may also be accessed in the Office of the Secretary of The University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, NC.

Further details about FERPA and FERPA procedures at General Administration are to be found in the referenced policies. Questions about the policies may be directed to Legal Section, Office of the President, The University of North Carolina, General Administration, Annex Building, 910 Raleigh Road, Chapel Hill, NC (mailing address P.O. Box 2688, Chapel Hill, NC 27515-2688; tel: 919-962-4588). Edition 5/97

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE ACADEMIC HONOR CODE

By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty. Students are expected to know what the Academic Honor Code says and to apply the provisions of that Code to their conduct at the University.

1. Statement of Principles

1.1 Academic honor and integrity are essential to the existence of a university community. If high standards of honesty are not maintained by everyone, the entire community and society itself suffer. Maintaining standards of academic honesty and integrity is ultimately the formal responsibility of the instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the policies and procedures of the UNCP Academic Honor Code.

1.2 Students are important members of the academic community. As responsible citizens of the UNCP community, students are obligated to uphold basic standards of honesty, and to actively encourage others to respect and maintain those standards. Allowing academic dishonesty is just as dishonest as committing a dishonest act oneself.

2. Acts That Violate the Academic Honor Code

2.1 While specific violations may take many forms, the general categories of acts that violate the Academic Honor Code are as follows:

2.1.a Cheating:

Cheating means intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise (for example, on a test). This definition includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise.

2.1.b Plagiarism:

Plagiarism is intentionally or knowingly presenting someone else's words or ideas as one's own. You avoid plagiarism by very carefully acknowledging the sources of ideas you use and by appropriately indicating any material that has been quoted (that is, by using quotation marks and properly acknowledging the source of the quote, usually with a clear reference source citation and page number).

2.1.c Fabrication and Falsification:
This refers to intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise. For example, a student who changes an answer on a test and claims that the item was incorrectly scored has falsified information. A student who makes up reference citations for a term paper has fabricated that information.

2.1.d Abuse of Academic Materials:
This refers to intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material. Remember that library materials are borrowed, not yours to keep. For example, a student who tears an article out of a journal in the library has abused library materials. Similarly, a student who intentionally damages a computer in a campus computer lab has violated this standard.

2.1.e Complicity in Academic Dishonesty:
Complicity means intentionally or knowingly helping or attempting to help another person to commit any act of academic dishonesty. For example, complicity would include allowing another student to look at test answers or to copy a paper. Simply stated, don't help someone else be dishonest.

3. Penalties for Violations of the Academic Honor Code

3.1 The UNCP community takes the Academic Honor Code very seriously. Consequently, violations may lead to severe penalties. All acts of academic dishonesty violate standards essential to the existence of an academic community. Some first offenses are properly handled, and penalties determined, by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described below to handle such an offense.

3.2 Penalties which individual faculty members may impose are limited to the following: **3.2.a** a formal warning or reprimand; **3.2.b** a reduced grade (including F) for the assignment; **3.2.c** a reduced grade (including F) for the entire course.

3.2.1 In all cases, whatever the penalty, a signed Settlement of a Charge of Academic Dishonesty form will be kept for ten years in the Office for Student Affairs. The purpose of this record-keeping is to deter students from repeating offenses. A second purpose is to be sure students who violate the Academic Honor Code a second time are dealt with appropriately.

3.3 The Campus Judicial Board (CJB) handles all second offenses, some more serious first offenses, and any charges that the student feels are unfounded. In addition to any of the penalties available to an individual faculty member, the CJB may suspend the student from the University for a designated period of time (one semester, one year, etc.) or even dismiss the student from the University.

3.4 Several factors are considered in determining what penalty to impose for a violation of the Academic Honor Code. Those factors include: **3.4.a** the nature and seriousness of the offense; **3.4.b** the injury or damage resulting from the violation; **3.4.c** the student's motivation and state of mind at the time of the incident; **3.4.d** the student's prior disciplinary record; and **3.4.e** the student's attitude and behavior after the violation was committed.

4. Procedures for Handling Charges of Violations

4.1 If the faculty member responsible for a course obtains evidence, either directly or through information supplied by others, that a student may have violated the Academic Honor Code, the faculty member has a duty to investigate the incident by collecting whatever relevant evidence is available.

4.2 If the faculty member decides that the evidence is sufficient to support a charge against the student, the faculty member is to contact the Director of Student Conduct, who will determine from the records of past violations whether the student in question has previously admitted to, or been found guilty of, an Academic Honor Code violation.

4.3 If the suspected violation would be a second offense, the faculty member must take the

case to the CJB. If the charge would be a first offense and the faculty member believes that a penalty no greater than F in the course would be appropriate, the charge may be settled between the faculty member and the student (as described below), with the settlement form signed and filed with the Office for Student Affairs. If the suspected violation would be a first offense, but one for which the faculty member considers the appropriate penalty to be more severe than F in the course, the case must be brought to the Chairperson of the CJB.

4.4 Once a student has received notice that he or she is charged with an Academic Honor Code offense, he or she may not withdraw from the course in order to avoid the penalty.

5. Settlement Procedure to be Used by Individual Faculty Members

5.1 The faculty member should meet with the student suspected of violating the Academic Honor Code, present the evidence of the violation, and request an explanation from the student. After hearing the explanation, if the faculty member decides that a violation has occurred, he or she fills out and signs the Settlement of a Charge of Academic Dishonesty form, which is available to all faculty members. This form may be obtained from the Office for Student Affairs. The faculty member indicates the nature of the violation and the penalty to be applied, and then gives the form to the student. After receiving the form, the student has three school days to consider and seek advice on whether to admit guilt and accept the penalty by signing the form.

5.2 If the student agrees to sign, admitting guilt and accepting the penalty proposed, he or she does so in the presence of the faculty member. The faculty member then imposes the penalty. The faculty member will send the signed settlement form to the Director of Student Conduct, who keeps a record of first offenses for **ten years**, and thus the matter is ended. If the student decides not to admit guilt or not to accept the penalty, the faculty member must take the case to the Chairperson of the Campus Judicial Board, if any penalty is to be imposed.

6. Campus Judicial Board

6.1 Composition of the CJB is as follows: **6.1.a** two students recommended by the President of Student Government Association and appointed by the Chancellor; **6.1.b** two faculty members recommended by the Faculty Senate Chairperson and appointed by the Chancellor; and, **6.1.c** one administrative member recommended by the Vice Chancellor for Student Affairs and appointed by the Chancellor.

6.2 Hearings follow procedures outlined in the UNCP Student Constitution. The CJB will judge the student as responsible or not responsible of the charges contained in the form submitted by the faculty member. Both the student who has been charged with a violation and the faculty member who has made the charge will give evidence to support their positions. Members of the CJB may question either the student or the faculty member or both and may ask for additional materials as they see fit to do so. In a closed session, the CJB will come to a conclusion about the validity of the charges.

6.3 If the student charged with a violation of the Academic Honor Code is found not responsible, the CJB prepares a written report of the case and sends it to the Director of Student Conduct, who will maintain a confidential file of materials related to the case. No part of the file becomes part of the student's disciplinary record. The case is closed, and no penalty may be imposed.

6.4 If a student is found responsible of violating the Academic Honor Code, the CJB will determine an appropriate penalty. Both the student and faculty member who submitted the charge may give evidence and make statements concerning the appropriate penalties to be imposed. The Vice Chancellor for Student Affairs will supply the student's previous Academic Honor Code disciplinary record (if any) to the CJB.

6.5 After hearing the evidence on the appropriate penalty, the CJB will determine the penalty, and prepare a written report to the student and the Director of Student Conduct. The Director of Student Conduct notifies the faculty member and the Provost and Vice Chancellor for Academic Affairs of the contents of that report. If the CJB decides that a penalty of a grade of F in the course (or one less severe) is appropriate, the faculty member imposes that penalty and no other penalty. If a more severe penalty is deemed appropriate, the Director of Student Conduct implements the penalty

indicated in the report. The student will be notified by the Director of Student Conduct within five (5) days of the CJB's determination of penalty.

7. Campus Appeal Board

7.1 If the CJB has found a student responsible of violating the Academic Honor Code, the student has the right to appeal that decision. The student has five school days from the date he or she is notified of the CJB's decision to file a written notice of appeal with the Director of Student Conduct. If the student does not file a notice of appeal, the decision of the CJB will be final.

7.2 If the student does file a notice of appeal within five days, the Director of Student Conduct shall deliver this request as well as materials related to this case to the Campus Appeal Board.

7.3 The composition of the Campus Appeal Board and its powers are in the UNCP Student Handbook. For Academic Honor Code violations and their appeals, the Provost and Vice Chancellor for Academic Affairs or his or her designate will represent the Vice Chancellor for Student Affairs.

7.3.1 All charges for alleged Academic Honor Code violations occurring one week prior to exams and going through exam week and during summer sessions will be heard by the administrative hearing officer. Appeals will be directed solely to the Provost and Vice Chancellor for Academic Affairs or designee.

8. What to Expect from Faculty

8.1 Faculty members have been instructed that they should outline their expectations pertaining to the Academic Honor Code at the beginning of each course. Students should be aware that some faculty members authorize or prohibit specific forms of student conduct which are unique to their courses or disciplines. All faculty members should refer students to the Academic Honor Code which is published in the UNCP Student Handbook. Further, faculty members have been advised to include the following statement in all course syllabi.

8.1.1 Student Academic Honor Code. Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor.

8.2 In general, faculty members should, and will, take preventive measures to avoid cases of academic dishonesty (for example, examinations should be carefully proctored). However, a faculty member's failure to take such measures is no excuse for academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student.

UNDERGRADUATE ADMISSIONS

The University of North Carolina at Pembroke is committed to the recruitment of a diverse, achievement-oriented, and socially responsible student body that will enrich the intellectual, cultural, and social community of the University and the community at large. UNC Pembroke welcomes applications from persons who have earned a high school diploma or its equivalent and whose academic preparation and aptitude predict success in higher education. No single consideration dictates admission decisions; instead, numerous factors and their relationships to one another enter into such decisions. All applicants demonstrating that they can profit from and succeed in undergraduate studies qualify for admission to the University.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNC Pembroke may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the University.

Qualified applicants are admitted in the following categories:

1. New Freshmen
2. Transfer Students
3. Re-Enrolling Students
4. Special Readmission Students
5. International Students
6. Special Students
    a. Enrichment (Non-degree)
    b. Teacher Licensure/Renewal
    c. Second Degree
    d. Transient
    e. Joint Enrolled

Students may enter at the beginning of any semester or summer term. The application priority deadlines for undergraduate admissions are as follows: the fall semester is July 15; the spring semester is December 1; summer terms I and II are May 15 and June 15 respectively. Applications are processed on a rolling basis; however, students who apply early will receive priority in scholarships, financial aid, and housing. **The freshman admission deadline for fall semester is July 31**.

Requests for general information, brochures, and application forms should be addressed to the Office of Admissions. Completed application forms and all supporting documents such as test scores, official high school transcripts and/or college and university transcripts, and a non-refundable $45.00 application fee, should be forwarded to the Office of Admissions, PO Box 1510, Pembroke, NC 28372. Applicants are encouraged to submit their application online by going to the *apply now* link at http://www.uncp.edu/admissions/apply/default.asp. The office may be reached by phone at (800) 949-UNCP or 910-521-6262. Students may contact the Office of Admissions through email at admissions@uncp.edu or visit the UNCP home page at www.uncp.edu. The fax number for the Office of Admissions is (910) 521-6497.

All new students, and all re-enrolling students who have been out of UNCP for one year, who plan to take 4 or more credit hours during their initial semester are required to complete a medical history form. This form may be obtained from the Office of Admissions and returned to Student Health Services prior to registering for classes.

NEW FRESHMEN

Applicants for the freshman class must be graduates of an approved or accredited high school or home school. Non-graduates must possess a high school equivalency certificate and present evidence of maturity and the potential to achieve success in a university environment.

An application for admission, a $45 nonrefundable application fee, an official high school transcript, and SAT or ACT scores with writing must be received before an application is considered

complete, and the file must be complete before an admission decision can be made. Students who are dual-enrolled at community colleges must also submit official transcripts of any college work. The Admissions Policy requires one of three possible decisions for each applicant:

* Applicants who have satisfactory high school records, including course selection and class rank, appropriate SAT or ACT test scores, and who meet the minimum course and admissions requirements may be accepted for admission.
* Applicants whose records and test scores do not meet the minimum requirements will be denied admission.
* Applicants whose records and/or test scores meet many, but not all, of UNC Pembroke's regular admission standards may be offered admission to the University's College Opportunity Program. (A detailed description of this program is in the Special Programs section of this catalog.)

MINIMUM COURSE REQUIREMENTS (MCR) AT THE 16 UNIVERSITY OF NORTH CAROLINA CAMPUSES

The following courses will be required for admission, in addition to each UNC institution's specific requirements:

* In *English*, four course units emphasizing grammar, composition, and literature;
* In *foreign language*, two course units of language other than English (required of Dec. 2003 and later high school graduates);
* In *mathematics,* four course units including algebra I, algebra II, geometry, and for December 2005 and later high school graduates, a higher level mathematics course for which algebra II is a prerequisite; or successful completion of three Integrated Mathematics courses and a course for which Integrated Mathematics 3 is a prerequisite:
* In *science,* three course units including:
  ** at least one unit in a life or biological science (for example, biology),
  ** at least one unit in a physical science (for example, physical science, chemistry and physics) and
  ** at least one laboratory course; and
* In *social studies*, two course units including one unit in *U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject be passed by the end of the sophomore year.*

In addition, it is recommended that prospective students take one *foreign language course unit and one mathematics* course unit in the twelfth grade. Course units as defined in these requirements may include those high school level courses taken and passed by an applicant while enrolled as a high school student with all courses reflected on the high school transcript. Admission to the University does not guarantee admission to individual programs; individual program admission requirements are described in specific academic sections.

EXCEPTION POLICIES FOR NORMAL ADMISSIONS REQUESTS:

The Chancellor, with the recommendation of the Director of Admissions and the Associate Vice Chancellor for Enrollment, may allow a Special Talent Waiver to a student who does not meet the UNC Minimum Course Requirements but has otherwise demonstrated promise for academic success, as measured by grades, class rank, SAT or ACT scores, when compared with other students admitted to the University.

TRANSFER STUDENTS

* Students must submit a completed application for admission.
* Students seeking to transfer from other collegiate institutions must furnish an official transcript from each institution attended. The transcripts must indicate a cumulative "C" (2.0) average on all work attempted prior to admission to UNC Pembroke. Courses satisfactorily completed at regionally accredited institutions are evaluated in terms of courses offered and academic programs available at UNCP.

* An official high school transcript and a nonrefundable $45 application fee are required.
* The student must attain at least a grade of "C" (2.0) in a course in order for that course to be allowed for transfer credit. Grades from transferred courses will not count toward the student's cumulative quality point average at UNC Pembroke, except for honors designation upon graduation.
* Transfer applicants must submit a University Questionnaire completed by the last institution they attended which states that they are immediately eligible to return to the previous institution.
* Transfer applicants who are under the age of 24 must meet the minimum course requirements outlined in the previous section (See Minimum Course Requirements–MCR). For those students who do not meet these requirements, six (6) college transferable semester hours must be earned at an accredited college or university in the following areas—English, Math, Science, Social Science, Foreign Language—before admission is granted. Applicants 24 years old or older may be admitted as non-traditional freshmen or transfer students without meeting MCR.
* Each transfer applicant must submit a completed medical history form before registering for classes.
* All transfer students entering UNC Pembroke must attend a transfer orientation session to acquaint the student with the academic, co-curricular, and social life of the University and to gather information to assist in the student's academic advancement.

Because of differing admission requirements, transfer applicants who are candidates for teacher licensure degrees should refer to the admission requirements stipulated for the Teacher Education Program.

The classification of transfer students (freshman, sophomore, junior or senior) is determined by the number of transfer credit hours accepted by UNC Pembroke. A minimum of 25 percent of semester hours applied toward a bachelor's degree must be earned through regular enrollment in UNC Pembroke courses, and students must satisfy all UNC Pembroke degree requirements for their chosen major.

The Comprehensive Articulation Agreement, a statewide agreement governing the transfer of credits between N.C. community colleges and public universities in North Carolina, defines a 44-semester credit hour general education core and 20 semester credit hour pre-major in the AA or AS degree which is fully transferable to UNC Pembroke in courses with a minimum 2.0 GPA.

RE-ENROLLING STUDENTS

Students who have interrupted their course of study for at least two semesters must apply for readmission through the Office of the Registrar ($25 readmission fee). Students who are seeking readmission to UNC Pembroke after completing additional work at another institution must reapply through the Office of the Registrar. Transcripts of any academic work completed in the interim at any other institution must be provided prior to approval for readmission, along with an application, $25 application fee, and university questionnaire from the last school attended if other than UNCP. Students who complete classes at another institution while they are suspended from UNCP will not be allowed to transfer any credit earned while under suspension.

SPECIAL READMISSION POLICY

Any former UNCP student who was academically suspended or placed on academic probation at the end of his/her final semester and has not attended any institution of higher education for a period of four (4) academic years may apply for readmittance under the Special Readmission Policy. All students admitted under this policy return on probationary status and must follow the policies and procedures outlined under "Suspension and Readmittance" in the Academic Policies section of the UNCP catalog. In order to qualify for the Special Readmission Policy, students must earn a 2.0 or higher in their first 12 hours after being readmitted. Students may apply for readmittance under this policy one time. Once approved, the decision will not be reversed.

Upon meeting the requirements for this policy, the student's QPA will be computed excluding all previous grades below C (2.0). All grades will remain on the student's transcript, but only those previous courses in which a grade of C or better was earned will count toward graduation. All course work, however, will count toward attempted hours, and all grades, including those from the student's previous QPA, will be calculated for honors purposes.

Students admitted under the Special Readmission Policy may not make use of the grade replacement policy and must continue to maintain a minimum QPA of 2.00. Failure to maintain this minimum QPA will result in a two-semester suspension.

Departments with more rigorous QPA standards than the general University requirement of 2.0 have the right to deny admission to a program. Any student under this policy must complete a minimum of 30 semester hours at UNCP after readmission in order to qualify for graduation.

Students must apply for the Special Readmission Policy through the Registrar's Office.

INTERNATIONAL STUDENTS

Applicants from non-English-speaking countries must provide evidence of proficiency in the English language with their applications for admission to UNC Pembroke. Scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) are required. For students born in non-English-speaking nations but educated in senior high schools in the United States, scores on the SAT or ACT can substitute for scores on the TOEFL or IELTS. Each student must submit official verification of financial resources sufficient to cover educational expenses. Certified translations by a licensed or professional translator must accompany academic documents not written in English. For transfer students, the Admissions Office requires that all international college transcripts be evaluated by an accredited transcript evaluation agency. The courses will need to be translated into the U.S. equivalencies. The international undergraduate admissions application and other information relevant to prospective international students may be accessed at www.uncp.edu/admissions/international. It is preferred that all documents be sent to the Admissions Office six months prior to date of entry. All documents must be received and evaluated before a DS-2019 and I-20 can be issued.

SPECIAL STUDENTS

Persons applying for admission as Special Students should meet the qualifications described in one of the following categories: Enrichment, Teacher Licensure/Renewal, Second Degree, Transient, and Joint Enrolled. A $45 nonrefundable application fee may be required.

Enrichment: Applicants not enrolled in a degree program at another institution who wish to complete courses at UNC Pembroke for personal or professional enrichment may qualify for admission as special students. Such applicants must submit an application for admission, a $45 nonrefundable application fee, and a final high school or college transcript. Students in this category cannot earn more than 15 semester hours. Continuation of enrollment in additional courses will require the approval of the Director of Admissions. These students enroll without entering degree programs, and they may not later become degree candidates unless they have been admitted as regular students. Students under academic suspension from any university are not eligible to enroll as special students.

Teacher Licensure/Renewal: Individuals who have a baccalaureate degree may be admitted to earn teacher licensure or take courses for renewal purposes. An application for admission, $45 nonrefundable application fee, and a copy of the transcript reflecting the baccalaureate degree awarded must be submitted prior to admission to the University. In addition to applying to UNC Pembroke through the Admissions Office, individuals must also contact the Director of Teacher Education (and submit any additional required documentation) to design an individualized education plan. All licensure candidates must meet the admission and retention standards of the Teacher Education Program and the National Teachers Examination requirements established by the State Board of Education. (See Teacher Education Program.)

Second Degree: Applicants who wish to enroll at the University to complete a second undergraduate degree must submit the application for admissions, a $45 nonrefundable application fee

($25 if applying for readmission), and transcripts from all colleges attended. (See Requirements for a Second Baccalaureate Degree.)

Transient Students: Transient students are students enrolled in a degree program at another college or university who qualify to study for one semester or summer session at UNC Pembroke and plan to transfer credits earned back to the institution at which they are pursuing a degree. To gain admission as transient students, applicants must be in good academic standing and be eligible to return to their parent institution. They must also have permission from their institution to study at UNC Pembroke. Students may retrieve the transient applicaton from the following site: www.uncp.edu/sites/admissions/files/transient_application.pdf. An application fee is not required.

Joint Enrolled: The Joint Enrollment Program is designed for high school students who have excelled academically in high school and prove ready for college-level work. Students may register for no more than one course per semester while completing their high school curriculum, and they cannot take courses that are offered at their high school. Interested students must submit a special Joint Enrollment Application, an official high school transcript, SAT/ACT scores, and class rank. Permission must be granted from the student's high school principal or guidance counselor and the Director of Admissions, prior to admission as a Joint Enrolled student. An application fee is not required.

AUDITING

All persons, whether regularly enrolled in the University or seeking to take a course for enrichment, who desire to audit a course must secure the permission of the instructor and the Office for Academic Affairs. Audits may not be added to a student's schedule after the last day to add a class. The fee charged for auditing a course will be the same as if the course were taken for credit. Students who are regularly enrolled at the University must file a copy of the permission letter from the Office for Academic Affairs with the instructor at the beginning of the course. Audited classes are listed on the permanent record and are designated by the letters "AU." Class participation by and requirements of auditors are at the discretion of the instructor.

GRADUATE ADMISSIONS

Inquiries concerning graduate admissions should be directed to the Dean of Graduate Studies. Admissions requirements are stated in the School of Graduate Studies section of this catalog.

DEGREE COMPLETION PROGRAM FOR MILITARY PERSONNEL

UNC Pembroke provides educational programs for veterans, active military personnel, and retired military personnel who wish to continue their career development in higher education and to complete an educational program leading to a college degree.

The University of North Carolina Pembroke is a member of the Servicemembers Opportunity Colleges (SOC) Consortium and the SOC Degree Network System.

Servicemembers Opportunity Colleges Consortium: Servicemembers Opportunity Colleges (SOC), established in 1972, is a consortium of national higher education associations and more than 1,700 institutional members. SOC Consortium institutional members subscribe to principles and criteria to ensure that quality academic programs are available to military students, their family members, civilian employees of the Department of Defense (DoD) and Coast Guard, and veterans. A list of current SOC Consortium member institutions can be found on the SOC Web site at www.soc.aascu.org/.

SOC Degree Network System: The SOC Degree Network System (DNS) consists of a subset of SOC Consortium member institutions selected by the military Services to deliver specific Associate and Bachelor's degree programs to servicemembers and their families. Institutional members of the SOC DNS agree to special requirements and obligations that provide military students, their spouses and college-age children with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station.

SOC operates the 2- and 4-year Degree Network System for the Army (SOCAD), Navy (SOC-

NAV), Marine Corps (SOCMAR), and Coast Guard (SOCCOAST). Refer to the SOC Degree Network System-2 and -4 Handbooks to view Associate and Bachelor's degree programs, location offerings, and college information. An electronic version of the Handbook is posted on the SOC Web site, http://www.soc.aascu.org, on the SOCAD, SOCNAV, SOCMAR, and SOCCOAST home pages.

In recognition of the educational experience gained by military personnel in their regular training, in service school courses, in USAFI or DANTES courses, and through the College Level Examination Program (CLEP), UNC Pembroke will accept transfer credit toward a Bachelor of Arts or Bachelor of Science degree.

* Men or women who have served one or more years in the armed services will be awarded two semester hours credit for each year of service, up to 12 semester hours of credit, as elective credit. In addition, military members will receive credit for physical education courses. A copy of the student's DD-214 form and AARTS or SMART transcript must be submitted with the application in order to receive credit.
* Credit may be awarded for service school courses comparable to those offered by UNC Pembroke. The amount of credit granted will be according to the recommendations of the American Council on Education as listed in the most recent edition of *A Guide to the Evaluation of Educational Experiences in the Armed Services.* These recommendations are evaluated in terms of courses offered and curriculum accepted at UNC Pembroke.
* Credit may be granted for work completed with an acceptable rating in USAFI courses that are parallel to courses offered at the University, provided a transcript of the work is sent directly to the Director of Admissions.
* Credit may be earned through the College Level Examination Program (CLEP).

In addition to the special provision for granting credit to military personnel for their educational experience, the University will accept transfer credit toward a Bachelor's degree:

1.) All transferable work completed in residence at accredited institutions of higher education provided the student has an overall cumulative quality point average of 2.0;
2.) Up to 24 semester hours of work completed through correspondence and/or extension courses from regionally accredited institutions (with no more than 12 semester hours by correspondence). Work completed in courses offered by UNC Pembroke's Continuing Education Division at cooperating technical institutes is not counted as extension work.

INTERNATIONAL BACCALAUREATE COURSE EQUIVALENCIES

The University of North Carolina at Pembroke awards college-level credit for acceptable completion of the following International Baccalaureate courses:

IB Area	Level	IB Grade	UNCP Course Equiv.	Sem. Hrs.
Chemistry	HL	5+	CHM 1300, 1310, 1100, 1110	8
Computer Science	SL	5+	CSC 1550	3
Computer Science	HL	5+	CSC 1550, 2150	6
Cultural Anthro.	SL/HL	5+	SOC/AIS 1050	3
Economics	HL	5+	ECN 2020, 2030	6
Economics A1: Resource Mkt.	HL	5+	ECN 1000	3
History				
20th Century World	HL	5+	Elective Credit	3
Islamic History	HL	5+	Elective Credit	3
Language A1	HL	5+	ENG 1050, 2060	6
Geography	HL	5+	GGY 1010	3

Mathematical Studies:				
Pt. I core + Pt. II Opt. 7	SL	5+	MAT 1180	3
Pt. I core + Pt. II Opt. 8	SL	5+	MAT 2100	3
Pt. I core + Pt. II Opt. 9	SL	5+	MAT 2150	4
Mathematics	HL	5+	MAT 1090, 2210	8
Further Mathematics	SL	5+	MAT 2200	3
Music	SL	5+	MUS 1020	3
Music	HL	5+	MUS 1140, MUSL 1140	4
Physics	HL	5+	PHY 1500, 1510, 1560, 1570	8

COLLEGE LEVEL EXAMINATION PROGRAM

UNC Pembroke participates in the College Level Examination Program (CLEP) and accepts CLEP examinations which measure mastery of college-level, introductory course content in a variety of subject areas. Students meeting the credit-granting score on CLEP Examinations may earn up to 30 semester hours of college level credit. Transfer students may earn credit through prior CLEP exams provided the following criteria are met: 1) their scores must meet UNCP's credit-granting standards, 2) their scores must be sent to the UNCP Admissions Office, and 3) their exams must be among those listed below. CLEP credit will not be granted for previously failed courses.

CLEP Examinations may be taken prior to or during the student's enrollment with the following exception: no CLEP examination credit will be accepted during the final 25 percent of a student's course work. Successful completion of each Examination earns three to twelve semester hours of credit and may exempt the student from certain General Education (as defined below) or major requirements. In some cases, only general elective credit will be awarded.

CLEP Examinations	Min. Score	Sem. Hrs	UNCP Course Equivalent	Gen. Ed.
Algebra, College	50	3	MAT 1070	yes
American Government	50	3	PLS 1010	yes
American Literature	50	3	ENG 2240	yes
Analyzing and Interpreting Literature	50	3	ENG 2030	yes
Biology	50	3	BIO 1000	yes
Calculus	50	4	MAT 2210	yes
Chemistry	50	6	CHM 1300/1310	yes
English Composition with Essay	50	3	ENG 1050	yes
English Literature	50	3	ENG 2470	yes
French	50	6	FRH 1310/1320	yes
French	62	12	FRH 1310/1320/2310/2320	yes
History of U.S. I, Early Colonizations to 1877	50	3	HST 1010	yes
History of U.S. II, 1865 to present	50	3	HST 1020	yes
Human Growth and Development	50	3	PSY 2050	no
Humanities	50	6	ART 2050 and MUS 1020	yes
German	50	6	GER 1310/1320	yes
German	63	12	GER 1310/1320/2310/2320	yes
Mathematics, College	50	3	MAT 1050	yes
Natural Sciences	50	6	BIO 1000 and PHS 1100	yes
Precalculus	50	4	MAT 1090	yes
Psychology, Introductory	50	3	PSY 1010	yes
Sociology, Introductory	50	3	SOC 1020	yes
Spanish	50	6	SPN 1310/1320	yes
Spanish	66	12	SPN 1310/1320/2310/2320	yes

Western Civilization I: Ancient Near East to 1648	50	3	elective	no
Western Civilization II: 1648 to Present	50	3	elective	no

Students interested in information regarding CLEP testing centers should contact the College Board by:

phone: (800) 257-9558;
mail: CLEP, P.O. Box 6600, Princeton, NJ 08541-6600;
email: clep@info.collegeboard.org; or
Web: www.collegeboard.com/student/testing/clep/scores.html

Incoming freshmen may also obtain this information from their high school counselors.

ADVANCED PLACEMENT

The University of North Carolina at Pembroke participates in the Advanced Placement program of the College Entrance Examination Board. Credit may be earned in various subject matter areas. UNC Pembroke especially welcomes applicants with preparation in Advanced Placement courses. It awards University credit for such preparation according to the following table. For general information about Advanced Placement programs call 609-771-7300.

Subject	Req. Score	Hrs. Granted	Course Equivalent
Art: History	3	3	Art 2050
Art: Studio Art: Drawing	3	3	Art 1320
Biology	3	4	Biology 1000, BIOL 1000
Chemistry	3	4	Chemistry 1300, 1100
Computer Science AB	3	3	Computer Science 1550
English Language/Comp.	3	3	English 1050
English Literature/Comp.	3	3	English 1050
French Language	3	3	French 2310
French Language	4	6	French 2310, 2320
French Literature	3	3	French 3210
French Literature	4	6	French 3210, 3220
Government and Politics	3	3	Political Science 1010
History: American	3	3	History 1010
History: European	3	3	Gen. University Elective
History: World	3	3	History 1140
Mathematics: Calculus AB	3	4	Mathematics 2210
Mathematics: Calculus BC	3	4	Mathematics 2220
Music: Theory	4	4	Music 1140, MUSL 1140
Physics: B	3	6	Physics 1500, 1510
Physics C: Mechanics	3	3	Physics 2000
Physics C: Elec. & Mag.	3	3	Physics 2010
Psychology	3	3	Psychology 1010
Spanish Language	3	3	Spanish 2310
Spanish Language	4	6	Spanish 2310, 2320
Spanish Literature	3	3	Spanish 3210
Spanish Literature	4	6	Spanish 3210, 3220
Statistics	3	3	Sociology/Social Work/ Criminal Justice 3600 or Mathematics 2100

*Laboratory notebooks from AP courses will be examined to determine amount of credit.

PART-TIME STUDENTS

A part-time student is a student who is regularly admitted to UNC Pembroke and is registered for fewer than 12 semester hours of course work in a Fall or Spring Semester.

Students in a part-time status taking seven or more semester hours are charged all fees; activity and tuition charge is based on the number of semester hours taken. Part-time students taking four to six semester hours will pay a reduced student activity fee.

ESTHER G. MAYNOR HONORS COLLEGE

The Esther G. Maynor Honors College is designed to recognize outstanding students and to promote the scholarly growth of the students selected for the program by providing interdisciplinary educational opportunities that enhance the general curriculum. These opportunities are developed around a learning community of honors students and include selected general education courses, small interdisciplinary seminars, cultural and service programs, and shared residential facilities with other honors students. The Esther G. Maynor Honors College offers an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; and closer interaction with individual faculty members in the College. Each Esther G. Maynor Honors College student prepares a senior project under the supervision of a faculty mentor. For program description, see Special Programs.

Program participants are selected on the basis of class rank, high school grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and extra-curricular and community achievements. Esther G. Maynor Honors College students are appointed by the Dean of the Esther G. Maynor Honors College upon the recommendation of the University Honors Council.

COLLEGE OPPORTUNITY PROGRAM

The College Opportunity Program (COP) is designed to admit a limited number of students who meet most, but not all, of The University of North Carolina at Pembroke's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, and SAT or ACT scores. The application for admission should be filed as early as possible.

Students enter the College Opportunity Program based on recommendations from the Office of Undergraduate Admissions, and students enroll in courses designed to develop academic skills which will be necessary for their success at UNC Pembroke. In the Fall and Spring Semesters, the student is allowed to register for 15-17 hours of academic courses. In addition, students meet regularly with the COP advisors for academic counseling as well as participate in special programs throughout the academic year. Students who meet the University's academic eligibility requirements and have successfully completed the College Opportunity Program (made a "C" or higher in ENG 0104, FRS 1000, ENG 1050, and ENG 1060) then continue at the University as other regularly admitted students.

STUDENT FINANCES FOR UNDERGRADUATE PROGRAMS

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EXPENSES

(Payment must be in U.S. dollars. Expenses are subject to change without notice.)

TUITION AND FEES

Tuition and all fees are due and payable in full before the first day of classes or by billing due date for those students that have pre-registered for each semester or summer term. Please make checks or money orders payable to the University of North Carolina at Pembroke. A returned check charge of $25 will be levied on each returned check.

It is the policy of the administration and trustees to keep the cost of a college education as low as possible. Since UNC Pembroke is maintained by the people of North Carolina for the education of residents of the State, it is available to them at a lower cost than to nonresidents. The residency status of each student is determined at the time of original admission. (See below for further information on residency status.) Registration for any semester or session may not be completed until all special or extra fees, fines, payments for lost or damaged articles, etc., incurred in the previous semester or session, have been paid; no transcript nor record will be issued until all fees/fines owed have been paid.

Tuition Surcharge on Undergraduates

The North Carolina Legislature directed the Board of Governors to impose a fifty percent tuition surcharge on students who take more than 140 credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs.

No surcharge shall be imposed on any student who exceeds the degree credit hour limits within the equivalent of four academic years of regular term enrollment, or within five academic years of regular term enrollment in a degree program officially designated by the Board of Governors as a five-year program.

The undergraduate credit hours to be counted for calculation in the surcharge requirement include:

* all regular session degree-creditable courses taken at this institution including repeated courses, failed courses and those dropped after your official census date (normally the last date to add a course); and
* all transfer credit hours accepted by this institution.

The hours excluded from the calculation include:

1) those earned through the College Board's Advanced Placement (AP) and College Level Examination Program (CLEP) or similar programs;
2) those earned through institutional advanced placement, course validation, or any similar procedure for awarding course credit, and
3) those earned through the summer session or degree-credit extension division on this campus or at another UNC institution.

SCHEDULE OF UNDERGRADUATE EXPENSES: REGULAR SESSION

(Subject to change without notice.)

Sem. Hrs.	In-State Tuition	Out-of-State Tuition	Fees	Ins.*	In-State Total	Out-of-State Total
12+	$1,605.50	$6,209.00	$966.50	$688.00	$3,260.00	$7,863.50
9-11	$1,204.13	$4,656.75	$724.88	$688.00	$2,617.01	$6,069.63
6-8	$802.75	$3,104.50	$483.25	$688.00	$1,974.00	$4,275.75
1-5	$401.38	$1,552.25	$241.63	0	$643.01	$1,793.88

*International Insurance: $688.00

ROOM AND BOARD EXPENSES

	Room Rate	Meal Plan Rate (Minimum*)	Total Semester (Minimum*)	Total Year (Minimum*)
Cypress, Pine, and Oak Hall				
Double	$2,175.00	$1,609.45	$3,784.45	$7,568.90
Single – Private	$2,575.00	$1,609.45	$4,184.45	$8,368.90
Private Double	$2,775.00	$1,609.45	$4,384.45	$8,768.90
Belk Hall				
Double	$2,050.00	$1,609.45	$3,659.45	$7,318.90
Single – Private	$2,650.00	$1,609.45	$4,259.45	$8,518.90
University Village Apartments				
Double	$2,300.00		$2,300.00	$4,600.00
Private Double	$2,900.00		$2,900.00	$5,800.00
Courtyard Apartments				
2 bdrm/2 bath (single bdrms)	$2,975.00		$2,975.00	$5,950.00
4 bdrm/2 bath (single bdrms)	$2,700.00		$2,700.00	$5,400.00

*Based on 9-14 meals per week; rates for other options are listed below.

Meal Plan Options

Meal Plan Rate	Meals Per Week	Semester Bonus Money
$1,609.45	9	475.00
	12	250.00
	14	125.00
$1,697.40	12	375.00
	14	250.00
	Carte Blanche	25.00
$1,298.95**	8	200.00
	10	125.00

**This rate available to upperclassmen only.

DETAILED EXPLANATION OF CHARGES: TUITION, FEES, AND INSURANCE

TUITION: FULL-TIME STUDENT (per semester)

North Carolina Residents - Undergraduates	$1,605.50
Out-of-State Residents - Undergraduates	$6,209.00

GENERAL FEES (Per Semester)

Educational and Technology Fee	$160.50
Health Services: This fee is used to operate Student Health Services.	$80.00

Other Required Fees: This fee is used to support various University programs such as Athletics, Band and Chorus, Banner implementation, Dramatics, Debt Service, Student Center, Student Government, Braves One Card, Intramurals, Yearbook, Newspaper, and the Performing Arts Series.	$726.00

INSURANCE

Students taking 6 or more credit hours will be charged $688.00 per semester for health insurance; the fee for international students is also $688.00 per semester.

If you wish to waive this insurance, you must complete the waiver on-line at www.bcbsnc.com/student each Fall and Spring. The Student Health Services Office can answer any questions you may have about the coverage or waiver process.

MISCELLANEOUS FEES

Application Fee This fee, paid at the time of initial application, is non-refundable and cannot be applied to meet any other charges.	$45
Undergraduate Graduation Fee	$50
Graduate Graduation Fee This fee must be paid at the time the student makes application for graduation. It is used to pay for the cap, gown, and diploma. This is a non-refundable fee.	$90
Late Payment/Registration Fees Students who register and/or pay for classes after the scheduled registration date has passed must pay this fee.	$25
Dormitory Deposit Fee (refundable)	$150
Vehicle Registration Fee:	
Commuter (Day)	$90
Commuter (night)	$70
Dormitory Resident Permits sold after April 30 will be half price. A vehicle registration permit is valid for one full year, commencing August 15.	$100
Transcript Fee	
Mailed	$5
Faxed	$5
Walk-in	$10
Returned Check Charge	$25

REFUND POLICY (This Policy Is Subject to Change)

4. TUITION AND FEES

4.1 Withdrawals

Tuition and fees, including room and board will be refunded per the following schedules, provided a student officially withdraws from the University.

4.1.1 Fall and Spring Semesters

Prior to the first day of classes or 1 through 5 calendar days	100% of charges paid
1 through 12 calendar days	90% of charges paid
13 through 30 calendar days	50% of charges paid
31 through 60 calendar days	25% of charges paid
after 60 calendar days	no refund

4.1.2 First and Second Summer Sessions and Non-Traditional Courses

Prior to first day of classes or 1 through 2 calendar days	100% of charges paid
1 through 8 calendar days	80% of charges paid
9 through 16 calendar days	50% of charges paid
after 16 calendar days	no refund

4.1.3 Intra Session

Prior to first day of classes	100% of charges paid
1 through 6 calendar days	50% of charges paid
after 6 calendar days	no refund

4.2 UNCP begins counting calendar days beginning with the first official day of classes (not the first day of particular classes). A completed withdrawal form must be filed with the Registrar's Office. Forms for withdrawal during the first 6) weeks of the semester, the first nine (9) calendar days of first and second summer sessions, and the first six (6) calendar days of intra sessions may be obtained from the Registrar's Office. After these times, forms may be obtained from the Office for Academic Affairs.

4.3 Reducing Hours Students who officially drop from full-time to part-time status or those who drop to a lower block of credit hours will receive a refund equal to the difference between the amount paid and the charge for the block of hours for which the student is officially registered at the end of the registration (drop/add) period. Refunds for withdrawing or reducing hours will be processed after the registration period. A refund will only be issued for reducing hours or withdrawing from a class while still attending other classes at the university if the reduction or class withdrawal is completed during the drop/add period.

4.4 Please allow two weeks for processing of any refund. Students receiving financial aid will not receive a refund until the Financial Aid Office determines if any funds from an awarding agency must be returned. If a return is required, withdrawal may result in a student liability to the University.

5. APPEALS

5.1 Individuals must contact the chair of the Student Services Committee to request a refund appeal. Appeals for refund of tuition are exceptions to this regulation and are only approved in exceptional cases. Any student appealing for refund of tuition must complete and submit the proper paperwork.

5.2 Approval is not automatic, and you need to provide documented evidence to support your request.

5.3 Acceptable reasons may include: 1) death in immediate family; 2) serious illness or injury of student or immediate family; and 3) factors outside of student's control (for example, major employment change, fire, flood). Changing your mind about college, poor academic performance, disciplinary withdrawal, or not receiving expected financial assistance are considered to be the result of personal choices and actions and will not be considered for a refund after the normal deadline. Failure to comply with published deadlines or regulations is not a serious and compelling reason to seek a refund and will not be approved.

6. ROOM DEPOSIT

6.1 The University will refund all but $25 of the room deposit to incoming new students if written cancellation is received by July 31 preceding the fall semester and November 30 preceding the spring semester. The room deposit is non-refundable after these deadlines.

6.2 The $150 room deposit (less damages and /or any other financial obligations owed The University of North Carolina at Pembroke) will be refunded to established residents provided the resident submits written cancellation by November 30 preceding the spring semester and by July 15 preceding the fall semester. Established residents must follow check-out procedures as detailed in the Student handbook to ensure an appropriate refund of the room deposit.

6.3 If a student withdraws from the University prior to mid-semester, the room deposit will be

forfeited. If a student withdraws after mid-semester, the room deposit (less damages if any) will be refunded, provided checkout procedures have been followed.

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence

To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

Initiative: Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parent's Domicile

If an individual, irrespective of age, has living parent(s) or a court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage

Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and legal residence of one's spouse are, however, relevant information in determining residentiary intent. Furthermore, if both husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel

A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent. In addition, a dependent relative of a service member stationed in the state may be eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable admission requirements have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary. To be considered, the student must submit a Military Waiver Form.

Grace Period

If a person (1) has been bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months end during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors

Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution."

If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor has deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least 12 month's duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of 12 months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost, but Regained Domicile

If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual 12-month durational requirement. However, any one person may receive the benefit of this provision only once.

Change of Status

A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students

When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

FINANCIAL AID

The Office of Financial Aid is dedicated to helping students and parents obtain the financial aid necessary to pay for a college education at UNCP. The Financial Aid Office is located on the second floor of Lumbee Hall. This office coordinates a variety of State, Federal, private, and institutionally funded aid programs, each with different regulations and requirements. While most of these programs require students to demonstrate financial need, there are loan funds available to help students and parents which are not need based. All students requesting consideration for any type of financial aid, including loans, must apply each year. The Free Application for Federal Student Aid (FAFSA) should be completed each year, listing the University of North Carolina at Pembroke as the school of choice. The federal school code is 002954. The web address for the FAFSA is www.fafsa.ed.gov. The application should be submitted prior to our priority deadline of March 15 to allow time for processing so awards can be made before Fall Registration.

To be eligible for financial assistance a student must have a high school diploma or GED; be enrolled as a regular student in an eligible program; be a U.S. Citizen or eligible non-citizen; have a Social Security number; make satisfactory academic progress; register with the Selective Service, if required; and not be in default on any federal loan or owe a refund on a federal grant. Financial aid is awarded on the basis of academic achievement and demonstrated financial need. The first responsibility of financing a student's education rests with the student and the student's family. A student's parents are expected to contribute towards his or her expenses insofar as they are able from income and assets. A student is expected to provide funds for his or her own education through savings, summer work, and other resources. Each student is individually considered on the basis of the family financial situation.

The information provided on the UNC Pembroke Office of Financial Aid web site explains the programs offered to assist with students' college expenses, details the eligibility requirements for these programs, and describes how to apply for them.

SCHOLARSHIPS, AWARDS, GRANTS, LOANS

SCHOLARSHIPS AND AWARDS

Scholarships, including endowed scholarships, are provided by donors to the University: Friends, alumni, corporations and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of endowed scholarships is available, some with specific restrictions. Endowed scholarships are available in these categories:

Alumni Sponsored Scholarships
General Scholarships
Departmental Scholarships
Specialized Scholarships

Other awards, including many non-endowed scholarships, are also available.

For application information, a student is encouraged to contact the Office of Financial Aid or the Chair of the Department in his or her major field.

For a complete listing of scholarships and awards, see Appendix B.

For further information about specific scholarships, their donors, and their honorees, please consult the Office of Advancement.

SPECIAL AWARDS

Special awards are presented to recognize outstanding graduating seniors. Currently there are awards in the Social Work Program and the Teaching Fellows Program.

GRANTS

Grants are provided by state and national agencies.

North Carolina Grants

Funds for grants allocated by the North Carolina Legislature are made available on an annual basis to residents of North Carolina in attendance at UNC Pembroke. These grants vary in amount according to students' demonstrated need.

Federal Pell Grants

This program is for students who have financial need. The U.S. Government establishes the amount of financial assistance a student may receive under the Pell Grant Program on the basis of need. These grants are awarded upon enrollment in good standing in an institution of higher education. Applications are available in the University's Financial Aid Office and any high school guidance counselor's office. To apply for a Pell Grant a student must complete the Free Application for Federal Student Aid. A Student Aid Report will be sent to the student's home address.

Federal Supplemental Educational Opportunity Grants

The purpose of this program is to provide Supplemental Educational Opportunity Grants to students who have demonstrated exceptional need and who would be unable to enter or remain in college without such assistance. Recipients must show academic or creative promise. The grant may be renewed for each year of undergraduate study for a period of up to four years if the student continues to qualify for assistance. Students must reapply each year.

Vocational Rehabilitation Scholarships

Students who have disabilities which constitute vocational handicaps are eligible for scholarships from the North Carolina Vocational Rehabilitation Department. For information, qualified students should write to the Department of Vocational Rehabilitation, Raleigh, NC.

LOANS

Loans are available through federal and state programs as well as through private donors.

Federal Perkins Loan

Assistance is available in the form of loans which bear no interest while the student is enrolled at least half-time in an institution of higher education. Interest begins to accrue at the rate of five (5) percent and payment begins nine months after the borrower ceases to be enrolled in at least a half-time course of study. Repayment may be extended over a period of ten years as long as a minimum repayment of $40 per month or $120 per quarter is made.

Loans are made to entering freshmen and transfer students who are enrolled as regular students and to returning students who are in good academic standing and who can demonstrate financial need. The Perkins Loan program is funded by the federal government.

Federal Stafford Loan Program

Subsidized: Based on financial need, these are low-interest loans made by lenders such as banks, credit unions or savings and loan associations and insured by state guaranty agencies. Loan limits are based on need and grade level.

Non-Subsidized: These loans are not based on need. Interest accrues to the borrower beginning on the date of disbursement by the lender. The borrower is responsible for the interest during in-school and deferment periods.

Undergraduate students must be enrolled for at least six (6) semester hours in order to be eligible for a Stafford Loan. Graduate students must be enrolled for three (3) semester hours. All students must submit the FAFSA form and a loan application in order to be considered for a loan.

N.C. State Scholarship Loan Fund for Prospective Teachers

Students desiring loans of this type should make applications to the North Carolina State Department of Public Instruction, Raleigh, North Carolina. This fund provides as much as $2500 per year in financial aid for a prospective teacher. Repayment of the loan is canceled for recipients who teach four years in North Carolina public schools.

Student Loan Funds Provided by Donors

A student with special financial needs may approach the Financial Aid Office for information about loan services provided by donors to the university. The Office of Advancement has additional information about the donors of these loans and their honorees.

EMPLOYMENT AND VETERANS' BENEFITS

STUDENT EMPLOYMENT

The student employment programs help eligible students pay University expenses while attending classes full time. Students participating in the programs are employed with the Maintenance Department, Library, Cafeteria, Switchboard, Administrative and Departmental Offices, and Laboratories.

The student employment programs consist of the University Self-Help Program and the Federal Work-Study Program, which is a federal assistance program. To participate in the programs, a student must have a completed application for aid on file in the Financial Aid Office. To participate in the Federal Work Study Program, a student must demonstrate financial need. In addition, DIRECT DEPOSIT is required as a condition for all employment at UNCP.

A student's work schedule will depend upon class schedules and can be arranged by the student and the student's work supervisor. These jobs provide learning opportunities as well as financial aid.

All opportunities for on-campus student employment are listed on the Brave Opportunities system, which can be accessed by going to the Career Center website (www.uncp.edu/career) and clicking the link to "On-Campus Student Employment" on the right of the screen.

VETERANS' BENEFITS

Vocational Rehabilitation

Veterans who enter the University under Chapter 31, Title 38, U.S. Code, Vocational Rehabilitation for Disabled Veterans, and have the approval of the Veterans Administration will have their University fees paid directly to the University by the U.S. Government.

GI Bill

Veterans eligible for the G.I. Bill, Chapter 30, Title 38, U.S. Code effective October 19, 1984, and Chapter 32, Title 38, United States Code, effective January 1, 1977, must make application for their benefits. For information regarding eligibility, or application forms, contact the Veterans Administration, Regional Office, 251 North Main Street, Winston-Salem, N.C. or the Financial Aid Office, University of North Carolina at Pembroke. Transfer students on the G.I. Bill should complete VA Form 21E-1955, Request for Change of Program or Place of Training, prior to the time they plan to transfer.

Veterans eligible for the Post-9/11, Chapter 33, Title 38, U.S. Code effective June 30, 2008, must also make application for their benefits prior to the time they plan to use their benefits. The Post-9/11 GI Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. A veteran must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

Once the veteran is enrolled, he/she must attend classes regularly to continue receiving benefits and must notify the Veteran Certifying Official in the Office of Financial Aid of any changes in program or enrollment status.

NC National Guard, Chapter 106

Upon enlistment in the North Carolina National Guard, students will be eligible to apply for up to $1000 per year tuition assistance. The Tuition Assistance Program was established by the North Carolina Legislature to provide educational assistance for members of the North Carolina National Guard. For further information students can write to:

NORTH CAROLINA ARMY NATIONAL GUARD,
Educational Opportunities, Att: AGRR
4105 Reedy Creek Road
Raleigh, NC 27607

Veteran Dependents

Children of disabled or deceased veterans may receive financial assistance in the payment of tuition, room, meals, and other required University fees. For information and application forms, students should write to the North Carolina Department of Veterans Affairs, Raleigh, N.C.

Chapter 35, Title 38, U.S. Code provides for the training of sons, daughters, spouses, and widows of veterans who died in service; who died as a result of a service-connected disability; who became permanently and totally disabled as a result of a service-connected disability; or who have been listed as missing in action, captured, detained, or interned in line of duty by a foreign government or power.

Students enrolling under provisions of Chapters 30, 32, 35 and 106 will pay fees at the time of registration and receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran or dependent should make arrangements as early as possible.

Transfer of Post-9/11 (Chapter 33) GI-Bill Benefits to Dependents (TEB) will assist a spouse and or child with educational expenses. Upon approval, family members may apply to use transferred benefits with VA by completing VA Form 22-1990e. VA Form 22-1990e should only be completed and submitted to VA by the family member after DoD has approved the request for TEB. VA Form 22-1990e should not be used to apply for TEB.

POLICY ON SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY

It is the policy of The University of North Carolina at Pembroke that all degree-seeking students must be making satisfactory academic progress to be considered for financial aid, including loans. Students must meet the requirements to continue enrollment in their respective degree programs AND attain the minimum grade point average designated below for the number of hours attempted to be considered to be making satisfactory academic progress. In addition, students MUST complete a minimum of two-thirds of all hours attempted.

Procedures for Determining Satisfactory Academic Progress

The policy for determining satisfactory academic progress status and eligibility for financial aid has changed effective with the Fall Semester of 2011. Please Refer to the Office of Financial Aid web site for the current Satisfactory Academic Progress policy.

Maximum Number of Credit Hours

The average length of an undergraduate program at UNCP is 120 credit hours. An undergraduate student is eligible to receive financial aid for a maximum of 150% of the hours required for a degree. Graduate students may receive financial aid for a maximum of 150% of the hours required for a degree. Students are meeting the completion rate requirement if the overall attempted hours is less than (<) or equal to 150% of the credit hours required for the degree.

Example: Student's Overall Attempted Credit hours are 136
Credit Hours required for the degree are 127
127 X 1.5 =190.5

A full-time undergraduate degree student who is receiving financial aid must be registered for a minimum of twelve (12) semester hours per term (six hours during each summer session). This also applies to a senior's last term. The academic load is determined at the end of the drop/add period each semester. If a student reduces his/her course load below the minimum, the Financial Aid Office must be notified and some aid funds may have to be repaid. The student is responsible for notifying the Financial Aid Office if a reduction occurs or is contemplated.

Undergraduate Second Degree Students

A student working toward a second or subsequent baccalaureate degree is expected to make the same satisfactory progress and enroll for the same minimum course load when receiving financial aid as that stated above. These students will normally be eligible for loans only, and eligibility will be limited to no more than two additional academic years.

Graduate Degree Students

A graduate student is considered to be making satisfactory academic progress for financial aid purposes, if (s)he has completed two-thirds of all hours attempted. Should a graduate student carry an incomplete beyond one semester, then (s)he will not be considered to be making satisfactory progress for financial aid purposes and will not be eligible for further financial assistance until the incomplete has been removed. Once the student notifies the Financial Aid Office that the incomplete has been removed and a grade has been posted, the student regains eligibility for financial aid. The student may receive aid for the semester during which the incomplete is removed if the semester has not yet ended. If it has ended then the student regains eligibility for financial aid for the next term.

To be considered full-time, students must enroll for at least six (6) graduate hours each semester. Academic load is determined at the end of the drop/add period each semester. If hours are dropped below these levels, the student must notify the Financial Aid Office, and some funds may have to be repaid.

Appeals Process

Students who no not meet satisfactory academic progress standards are no longer eligible to receive financial aid. These students will not be eligible to receive financial aid for two consecutive semesters (i.e. fall and spring or spring and fall semesters). Once the two full semesters have expired, students will again be able to receive financial aid, provided they meet the other requirements for continuation or readmission to the University. A student who has been declared academically ineligible for financial aid has the opportunity to appeal. Appeals must be in writing and must fully explain any mitigating circumstances which contributed to the student's poor academic performance. Appeals generally given consideration involve circumstances such as:

(a) extended illness or hospitalization of student

(b) an accident which incapacitates the student for an extended period of time

(c) death or extended illness of an immediate family member which results in greater family responsibilities for the student.

An appeal will be strengthened by providing a written statement of the student's proposed plan for academic improvement. Any special arrangements that have been made for tutoring or other support services to help assure academic improvement should also be described in the appeal letter. A financial aid committee will review the appeal letters. If a student's appeal is not approved, that student will not be eligible for aid for two consecutive semesters.

Appeals should be addressed to the Financial Aid Committee and mailed to:

Financial Aid Office
The University of North Carolina at Pembroke
P.O. Box 1510
Pembroke, NC 28372-1510

Withdrawing from Classes

If a student withdraws from a semester in which he/she is receiving financial aid, the student may be required to repay some or all of the financial aid received for the term. The amount to be repaid depends on the date of withdrawal. Federal regulations state that a student earns financial aid by remaining in class for at least 61% of the semester in which aid is being received. If a student withdraws prior to that time, the Financial Aid Office will determine the payback amount after performing a federal calculation at the point of withdrawal. Students may owe a balance to the University in these cases. Specific information regarding the University's refund for not completing the entire semester may be obtained from the University Cashier's Office.

Incompletes and Withdrawals

For a discussion of how incomplete grades and audited courses are figured in the quality points averages, please see the University Catalog under Academic Procedures and Policies.

Receiving all Fs in a Semester

If a student earns all Fs in a semester in which he/she is receiving financial aid, the student must show proof of class attendance that semester in order to be eligible for federal financial aid in subsequent semesters. If a student cannot get proof from professors that classes were attended, according to federal regulations, the student will be required to pay financial aid back based on the federal calculation and using the 50%point of the semester as the withdrawal date. Students may owe a balance to the University in these cases.

Dropping Classes

If a student withdraws from a class after the census date and receives a "W," no financial aid will need to be paid back. However, if a student has a class completely removed from his/her transcript, some financial aid may need to be paid back. Students may owe a balance to the University in these cases.

Teacher Licensure Students

If a student is taking at least six hours per semester toward teacher licensure, according to federal regulations, a Document of Intent Form must be obtained from the School of Education stating that the student is pursuing licensure in order to qualify for federal student loans. Students who are admitted to the Regional Licensure Program are not eligible for financial aid.

Second-Degree Seeking Students

If a student is pursuing a second degree and taking at least six hours per semester, according to federal regulations, a Document of Intent Form must be obtained from the Registrar's Office stating that the student is pursuing a second degree in order to qualify for federal student loans.

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Student Affairs is responsible for the management and coordination of all co-curricular activities, non-academic support programs and services, student publications, and student life policies and procedures. The office is located on the third floor of Lumbee Hall. The mission of Student Affairs is to serve, shape, and support students in the achievement of their academic and personal goals. This is accomplished by providing programs, services, activities, and facilities that foster the intellectual, social, leadership, cultural, physical, and emotional development of the total student. The University strives to empower students to be successful by supporting and challenging students' exploration and development of their unique potential in a community of diversity and mutual respect by creating and contributing to opportunities for learning beyond and within the classroom.

Every effort is made to provide an environment which is pleasant and conducive to intellectual growth and well-being. Through the services and activities affiliated with campus life, the students at The University of North Carolina at Pembroke enhance their student development, personal growth, and academic success.

STUDENT AFFAIRS DEPARTMENTS

Student Affairs is responsible for the management and coordination of Housing and Residence Life, Counseling and Psychological Services, Student Health Services, the Career Center, Multicultural and Minority Affairs, Community and Civic Engagement, the University Center and Programs department, Student Involvement and Leadership, Greek Life, Intramurals and Campus Recreation, Student Conduct, and Police and Public Safety.

STUDENT HOUSING AND RESIDENCE LIFE

Housing and Residence Life is an integral part of the educational program at UNCP. Campus housing is considered to be more than merely a place to sleep; it is "home" for many students. The University's aim is to provide housing that offers an environment conducive to studying and to provide an opportunity for each student to develop socially and academically. Especially mature, well-qualified students are employed as Resident Advisors. The RAs live within the residence halls and are available to provide information, assist with the transition to on-campus living, and assist with developing community.

Campus housing is located within walking distance of all campus facilities including classrooms, library, dining hall, snack bar, student center, bookstore, post office, and recreational facilities. A wide selection of campus recreational facilities and programs is available to all students. Students are encouraged to become involved in the different activities and student organizations on campus.

A Housing Agreement/Application must be completed by all students entering UNCP who request to live on campus. An application can be obtained from the web site at www.uncp.edu/housing or by contacting the office at The University of North Carolina at Pembroke, P.O. Box 1510, Pembroke, NC 28372-1510. This application and a $150 deposit must be on file before a room assignment can be considered. All students moving into campus housing must have paid room and board fees before keys can be issued to rooms. Neither returning students nor new students will be guaranteed a specific roommate, a specific room, or a specific assignment.

Room and Board are available during both terms of the Summer Session.

COUNSELING AND PSYCHOLOGICAL SERVICES

The University of North Carolina at Pembroke believes that education includes the development of the total person and not intellect alone. UNCP's Counseling and Psychological Services provides

services that are central to the overall mission of the university. These services help students define and accomplish personal and academic goals while maintaining balance in their lives. These services are directed towards enhancing the skills which students bring with them to UNCP and encouraging the development of skills which will make students more successful both at UNCP and beyond.

Counseling and Psychological Services offers confidential individual and group counseling, educational workshops, testing, and assessment. Licensed professionals provide counseling services for UNCP students without cost. Typical concerns addressed are stress, anxiety, homesickness, disordered eating patterns, depression, family concerns, alcohol and drug issues, self-esteem, sexuality, and many others. Services are typically provided by appointment; however, urgent care needs can be addressed immediately.

The office also offers several tests including the CLEP, TOEFL, and MAT.

Counseling and Psychological Services is located on the second floor of the Chavis University Center in Room 243 and can be contacted by phone at 910-521-6202 or on the web at www.uncp.edu/ct.

STUDENT HEALTH SERVICES

The Student Health Services Center is staffed Sunday 5 p.m. - Friday 4 p.m. during the academic year. Available medical services include primary medicine, routine gynecologic examinations and contraceptive health education, confidential HIV testing, allergy injections, laboratory services, nursing services, minor injury treatment, and health education programs. A physician or nurse practitioner is available during selected hours. Seriously ill students and emergencies are referred to local medical facilities as necessary. Students should be aware that student health fees do not cover off-campus treatment. A current, validated student ID card is required for all visits. All registered students taking six (6) or more credit hours are required to purchase the student injury and sickness insurance plan, with the following exceptions: distance education students and students who submit evidence of equivalent coverage satisfactory to the policyholder may waive coverage.

Medical History and Immunizations: N.C. Law requires that each student provide proof of immunizations. Any student who does not have the mandated immunizations and/or does not furnish the required medical statement within thirty (30) days of the first day of class will be withdrawn from classes. The University has no authority to waive these requirements and/or give extension on the thirty (30) day time limit. A medical history form, which includes the required immunization documentation, should be returned as part of the admission requirement prior to registration. This form must be completed by the student and on file with Student Health Services. The director and nurses on duty are available to assist students in completing the necessary immunizations. This law applies to all students except the following: students residing off campus and registering for any combination of

a. Off-campus courses
b. Evening courses
c. Weekend courses
d. No more than four traditional day credit hours in on-campus courses.

CAREER CENTER

The Career Center is located in the James B. Chavis University Center, Room 210. The Center's purpose is to assist students and alumni with career planning and the job search. Career consultants are available to assist students in deciding their major, assessing their skills and interests, exploring job information, writing résumés and cover letters, polishing interviewing skills, and developing job search strategies.

The Career Library maintains resources related to college majors, careers, employers, graduate schools, internships/co-ops, and the job market. Web services are available for students to post résumés and references, view job listings, and network with employers.

Workshops are offered throughout the year on a wide range of career planning topics. The following events are scheduled annually: CAR 1010: Introduction to Career Development, Professional

and Career Development Institutes, Freshman Seminar tours, business etiquette dinners, and career fairs.

Representatives from business, industry, government, healthcare agencies, and public schools visit the Career Center during the fall and spring semesters to interview students and alumni for job and internship vacancies. The UNCP Alumni Career Connection is a network of graduates willing to contribute information and/or time to students exploring careers, graduate schools, internships, etc.

For more information, view the Career Center's website and online newsletter at www.uncp.edu/career or call to make an appointment. Office hours are 8:00 am - 5:00 pm, Monday - Friday.

MULTICULTURAL AND MINORITY AFFAIRS

The Office of Multicultural and Minority Affairs (OMMA) provides leadership and advocacy at The University of North Carolina at Pembroke to support cultural diversity and to prepare students to interact in a diverse world. Through programs like B.E.A.D. (Brave Educators Advocating for Diversity), which is a student-led diversity educators initiative, the Social Justice Symposium, and the annual A Taste of iWorld, a celebration of UNCP's cultural diversity that consists of various displays presented by UNCP students, faculty, and staff which represents their respective cultural backgrounds, OMMA actualizes a dimension of the university's core value of diversity by empowering UNC Pembroke's diverse student populations and facilitating cross-cultural interactions through educational opportunities, programmatic initiatives for the university community, and adhering to the basis of respect and inclusion. OMMA is in the business of ensuring that every UNCP student is equipped and linked to the right resources and services that the University and community at large have to offer. OMMA is located on the first floor of historic Old Main, in the Multicultural Center, Room 128. Office hours are 8:00 am - 5:00 pm, Monday-Friday.

Multicultural Center: The UNC Pembroke Multicultural Center seeks to promote the globalization of the campus by providing a means to increase awareness about other cultures and to help people from other cultures have positive contact with the campus. The Multicultural Center strives to reach the first of these goals by providing special events, exhibits, and workshops that provide a glimpse of understanding into other cultures. In order to meet the second goal, the Center serves as a resource for all UNCP students, faculty, and staff. The Center is also available for scheduled meetings of student, faculty, and staff groups.

OFFICE FOR COMMUNITY AND CIVIC ENGAGEMENT

The Office for Community and Civic Engagement (CCE) is located in Jacobs Hall, Suite K. The CCE office strives to enrich our students' educational experience through active, engaged service and volunteer opportunities. Its goal is for every UNCP student to become a responsible citizen. The CCE office develops educational experiences for college students to engage responsibly in civic activities that help them recognize their civic duty and potential. Students gain a contemporary perspective of active citizenship through educational programs, community service projects, and volunteer opportunities.

The CCE curriculum includes the Justice through Service (JTS) campaign that provides education, awareness, and service opportunities for students to become actively engaged in social justice issues and civic responsibility. The JTS Speaker Series exposes students to civic leaders who impact change in their communities through service. Students are encouraged to participate in volunteer and monthly service opportunities through the CCE office, as well as student clubs and organizations. Students may receive awards and recognition for community and civic engagement at the annual citizenship celebration. A student may request an Active Service and Student Engagement Transcript (ASSET) that documents her or his participation in service activities and civic education development. The ASSET includes information about the student's participation in volunteer opportunities and community service, along with detailed information about each community and campus service project completed by a student. The ASSET will complement the student's résumé and academic transcript.

Office for Service Learning: The Office for Service Learning is located within the Office for Community and Civic Engagement (CCE) in Jacobs Hall, Suite M. Service-learning is a teaching

and learning strategy that enriches academic and life-long learning by engaging students in meaningful service to the community while gaining valuable knowledge and skills that integrate with course objectives. The service is integrated with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. At UNCP, faculty and students take part in service-learning to enhance learning and achievement in a wide variety of majors and minors, supported through a partnership between UNCP's Office for Academic Affairs and Division of Student Affairs.

Students enrolled in service-learning courses are provided with opportunities to apply the concepts, skills, and information learned in the classroom to real world problems in the community. In addition, service-learning gives students the opportunity to develop personal goals and values at the same time accomplishing academic goals. Service-learning empowers students to take part in the life of their communities, as informed, active, and engaged citizens.

UNIVERSITY CENTER AND PROGRAMS

The University Center and Programs department includes the James B. Chavis University Center and the University Center Annex. The University Center and Programs department is committed to facilitating the educational process by providing services, programs, activities, and facilities where students, faculty, staff, alumni, and guests can interact and foster a sense of community.

The James B. Chavis University Center is the hub of campus activities and houses offices for tIntramurals and Campus Recreation, Greek Life, Student Involvement and Leadership, the Student Government Association, the Association of Campus Entertainment, the Career Center, and Counseling and Psychological Services. Service areas within the University Center include a computer lab, an Information Station, the Dining Hall, Bert's Cafe, the Hawk's Nest game room, student lounges, three conference rooms, and a meditation room.

The University Center Annex is the main programming venue on campus and includes three conference rooms and a multi-purpose assembly room with two dressing rooms and a catering kitchen. Offices for Housing and Residence Life and Student Publications—the *Indianhead* yearbook and *The Aurochs* literary magazine—are also housed in the Annex.

STUDENT INVOLVEMENT AND LEADERSHIP

The Office of Student Involvement and Leadership, located in Suite 220 of the James B. Chavis University Center, is a major component of the Division of Student Affairs serving the university community. The mission of the Office of Student Involvement and Leadership is to provide meaningful co- and extra-curricular developmental and educational opportunities for students in a highly personalized and student-centered educational environment in order to challenge students to embrace difference, adapt to change, think critically, communicate effectively, and become responsible citizens as outlined by the University's mission.

Guided by the University's Core Values, the Office of Student Involvement and Leadership is committed to enhancing the overall educational experience of students by providing students, at a variety of abilities and engagement levels, with appropriately designed opportunities to develop their leadership capacity and campus engagement in support of becoming life-long learners; involving students in the planning and implementation of co- and extra-curricular activities; encouraging the intellectual, social, physical, spiritual, emotional, financial, and career development of students; and supporting positive educational outcomes including the ability to create, function in, and maintain a socially just, culturally engaged, civically involved, sustainable, and technologically advanced community.

In particular, the Office is responsible for developing the leadership capacity of students and supporting student organizations as integral members of the University community by serving as a leadership and organizational development clearinghouse; implementing the Distinguished Speaker Series to enhance the environment of the University and local community by engaging thought-provoking speakers in discussions on various topics of cultural, political, and social importance; facilitating Homecoming to create an educational, celebratory, and community-centered atmosphere to

re-connect the University community; planning Parents' Weekend to purposefully connect students, parents, and their families with the University community to increase their long term success at and affinity for UNCP; and presenting Family Day to engage and celebrate students, faculty, staff, and their families with fun, social, and interactive programs.

GREEK LIFE

Involvement in Fraternity and Sorority Life is considered to be a premier leadership experience on the college campus today. Greek Life provides an opportunity for lifetime membership in a fraternity or sorority committed to values-based leadership. The cornerstones of Fraternity and Sorority Life are academic excellence, leadership, community service and philanthropy, as well as brotherhood and sisterhood. Fraternity and Sorority membership provides resources for mentorship, and career services. UNC Pembroke hosts a number of Fraternity and Sorority chapters designed to provide a great fit for students.

There are also many traditional programs that fraternity and sorority students participate in, such as Meet the Greeks, where interested students have an opportunity to meet all of our fraternities and sororities the first weeks of school; Homecoming Week, where our fraternity and sorority students show Hawk Pride through various friendly competitions and activities; Songfest, which is the fraternity and sorority community philanthropy event; Greek Week, which is a weeklong celebration of all of our social fraternities and sororities that demonstrates their unity and community spirit; the NPHC Step Show event that serves to give the 9 historically African American Fraternities and Sororities an opportunity to share with the campus community various cultural and diverse learning experiences through the art of African stepping; and numerous other events.

The purpose of the various Fraternity and Sorority Governing Boards is to provide self-governance to all Fraternity and Sorority organizations through decisions made by peers. The Fraternity and Sorority Governing Boards provide autonomy to all Greek chapters on campus. Leaders are elected by peers to serve the Fraternity and Sorority community by creating policies and procedures in order to hold the Fraternity and Sorority community to a high standard.

INTRAMURALS AND CAMPUS RECREATION

The Intramurals Program believes that leisure physical activity and enjoyment are vital to a person's total well-being. Based upon this belief, the intramural program provides a broad and diversified program of recreational sport activities for the University's students, faculty, and staff. The University of North Carolina at Pembroke student has opportunities for participation in over a dozen intramural activities, and if that is not sufficient recreational opportunity, there are also recreational swimming, weight lifting, and fitness activities.

STUDENT CONDUCT

The mission of Student Conduct is to administer a campus student discipline program that encourages students to develop as responsible adults. Through programming, advisement, and interaction, Student Conduct seeks to increase awareness of University expectations of student behavior, encourage civility, and promote self-responsibility. Student Conduct believes in promoting an environment which encourages students to uphold community standards, enhancing community through education and striving to provide a comprehensive student discipline program that encourages all students to develop into productive members of society.

POLICE AND PUBLIC SAFETY

The Police and Public Safety Department is a full-service law enforcement agency. UNCP Officers are trained professionals, certified by the North Carolina Justice and Standards Commission. These Officers are vested with all powers of arrest within the University Community and all property owned or leased by UNC Pembroke and that portion of any public road or highway passing through campus or adjoining the campus. The Police and Public Safety Department has mutual aid agreements with all municipal departments within Robeson County including the Sheriff's Department and NC Highway Patrol.

There are multiple avenues available for the University community to report a crime or request services.

Phone: (910) 521-6235

In Person: The Police and Public Safety Department is located in the Auxiliary Services building on Faculty Row behind the UNCP bookstore, directly across from the Oak Hall dormitory.

E-mail: police@uncp.edu

Anonymous and Confidential Online Form: www.uncp.edu/police/report_crime/form.htm

STUDENT LIFE

The UNCP community encourages participation in a variety of campus clubs, organizations , governance, and other activities. Most departments have clubs for their majors. With over 90 student organizations on campus, there are plenty of opportunities for students to get involved. The websites of all recognized student organizations are available at www.uncp.edu/leadership.

Student Government Association

The purpose of the Student Government Association (SGA) is to represent and safeguard interests of the students. It is basically a political organization providing students with an avenue for actions in matters pertaining to student rights and welfare.

All students attending UNCP automatically become members of the Student Government Association. Student Government functions through its elected representatives and its sponsor, the Vice Chancellor for Student Affairs. Officers of the Student Government are elected by the student body each spring according to the constitution and bylaws of the organization. Although discipline is the legal responsibility of the administration, the principle of Student Government is fully supported by the administration and faculty.

The Legislative Branch of the Student Government Association, the Student Senate, functions as the policy-making body of the SGA. Also, the Senate recommends policies and regulations necessary and proper to promote the general welfare of the student body. The President of the Senate is the Vice President of the Student Government Association.

Association of Campus Entertainment

The Association of Campus Entertainment (ACE) is the student programming organization on campus. ACE works cooperatively with the Office of Student Involvement and Leadership to provide entertainment, activities, and special events such as comedians, singers, bands, dances, movies, Homecoming Week Activities, Welcome Week, and Spring Fling.

Honorary Organizations

Outstanding students at UNC Pembroke may become members of the Alpha Chi National Honor Society and of many other national honor societies that are active within the UNCP community.

Co-curricular and Service Activities

The UNCP community encourages students to share their talents by becoming involved in co-curricular activities at the University, which complement the academic programs. Co-curricular activities include AWARE (peer leadership), University Marshals, Student Ambassadors, University Band, Pep Band, Chamber Singers, Concert Choir, Jazz Choir, Jazz Ensemble, Gospel Choir, WNCP-Television, *The Indianhead* (yearbook), *The Pine Needle* (student newspaper), *The Aurochs* (literary magazine), University Theatre, and many others.

Religious Organizations

UNC Pembroke religious organizations provide opportunities for spiritual enrichment, social activities, and religious service. They seek to integrate spiritual values, intellectual pursuits, and personal development.

Miss UNCP and Mr. and Miss Homecoming

The University of North Carolina at Pembroke Scholarship Pageant, a tradition since 1953, is

held on campus during the spring semester of each year. The Miss UNCP Pageant honors the personal commitment and talent of outstanding UNCP women in support of their continuing education. Miss UNCP is selected by a panel of judges.

Selected each fall by popular vote of the student body, the Homecoming Court consists of the Homecoming King and Queen and Mister and Miss Freshman, Sophomore, Junior, and Senior.

Miss UNCP and the Homecoming Court represent the University at various functions, including parades and local pageants.

Cultural Programs

There are many opportunities for cultural enrichment at UNCP. The University Theatre produces two mainstage plays each year, plus numerous studio theatre productions.

The Department of Music provides a significant number of programs throughout the academic year including the Moore Hall Recital Series, a UNCP Ensemble Series, as well as student and faculty recitals. The Moore Hall Series involves three to four programs each semester featuring solo artists, chamber groups, instrumental and vocal jazz ensembles, and even small operatic/musical theatre productions. These performing artists are known throughout the state, region, and beyond. The Ensemble Series involves an array of varied performances by the Concert Choir, Pembroke Chamber Singers, University Band, University Jazz Choir, University Jazz Ensemble, UNCP Orchestra, Guitar Ensemble, etc. These ensembles are open to all students regardless of major.

Student Publications

The Office of Student Affairs provides administrative oversight for the major student publications including the newspaper, yearbook, literary magazine, and student handbook.

The ***Indianhead***, published annually at the end of the spring semester, is the student-published yearbook of The University of North Carolina at Pembroke. Its staff strives to provide an accurate account of the year's activities and events associated with all aspects of student life at UNCP.

The Pine Needle is a bi-weekly student-published campus newspaper at UNCP. It records the weekly activities associated with the student body and the greater University community. Through its news, sports coverage, etc., the staff keeps the University community well-informed of what is happening at The University of North Carolina at Pembroke and also covers issues of regional and national concern.

The Aurochs is the annual student-published literary magazine of The University of North Carolina at Pembroke. It features original poetry, fiction, creative nonfiction, photography, and artwork created and submitted by UNCP students.

The ***Student Handbook*** is an annual online publication from the Student Affairs Office designed to familiarize the student body with the purpose of the University, the rules and regulations that govern the student body, and, in general, answer the many questions that students have.

STUDENT SERVICES

INTERCOLLEGIATE ATHLETICS

The University of North Carolina at Pembroke excels in athletics in both men's and women's competition. Recognition is achieved through competition in the Peach Belt Athletic Conference, and the National Collegiate Athletic Association (NCAA Division II). Eight men's sports and eight women's sports give UNC Pembroke recognition at the local, state, and national levels. Men's varsity sports are sponsored in baseball, basketball, cross country, football, golf, soccer, track and field, and wrestling while women's sports include basketball, softball, volleyball, cross country, track and field, tennis, golf, and soccer. In addition to varsity sports, the Athletics Department also provides support to the Spirit Program (cheer and dance).

The purposes of the intercollegiate athletic program at The University of North Carolina at Pembroke are to promote the roles of athletics in support of the stated mission of the University and to promote the education and development of students through participation in intercollegiate athletics. Such participation is seen as a direct contributor to "education as a lifelong experience," an

experience which enhances and enriches the social and physical lives of students. The athletic program encourages broad student involvement and is committed to protecting and developing the physical and educational welfare of the student-athletes who participate as players as well as the students who participate as spectators.

Student-athletes are expected to strive toward becoming effective, contributing members of society, to be positive role models both on campus and in the university community, and to carry out their academic responsibilities as they follow a normal progression toward meeting requirements for a degree.

The Peach Belt Conference begins its twenty-second year as an all-sports conference this fall. In 1991, the conference held championships in men's and women's basketball, but now conducts championships in thirteen sports. As a conference, the Peach Belt has been very successful at the national level with twenty-three National Championships. UNC Pembroke has been very competitive in the Peach Belt Conference. UNC Pembroke's history is steeped with a very rich tradition, while the University's programs have seen success at the conference level and have advanced to compete at the national level.

Athletic grants-in-aid, as established by the NCAA, are offered in all of UNCP's intercollegiate sports programs for both men and women upon recommendation of the head coach and approval of the Director of Athletics.

SODEXO FOOD SERVICE

Dining is available to anyone who can present either cash or a BRAVES ONE Card. It is designed as an all-you-care-to-eat program with various food formats; however, meal plan participants are not permitted to attend one dining period, leave, and return to eat again during the same dining period. Once you enter, you have unlimited access to food items. More information on the various meal plans can be obtained from the cafeteria.

Students residing in a residence hall are required to purchase one of three meal plans (19, 14, or 10 meals). Nineteen meals are served each week in the Dining Hall, and anyone selecting the 19-meal plan can eat 19 meals each week. The 14-meal plan allows a student to eat any 14 of the 19 meals served each week, and the account includes $75 of Bonus Money for discretionary purchases. The 10-meal plan allows a student to eat any 10 of the 19 meals served each week, and the account includes $125 of Bonus Money for discretionary purchases.

Bonus Money is a declining balance account that allows meal plan participants to make purchases at Bert's Café, featuring WOW Café & Wingery and SubConnection, and to buy meals for friends or family in UNCP's Dining Hall by paying a "guest rate." Bonus Money can also be used at Starbucks, located in the D. F. Lowry Building. Bonus Money does not carry forward from semester to semester.

All Resident Diner meal plans are valid seven days a week in accordance with the University Dining Calendar. A valid UNCP BRAVES ONE Card that is appropriately marked is required to be presented at each meal. BRAVES ONE Cards are nontransferable and can only be presented by the owner. If a customer misplaces or loses his/her meal card, the Dining Service should be contacted immediately. If the original card is not recovered, the student must pay a nonrefundable fee for a new card. These cards, as well as replacements, can be obtained from the BRAVES ONE Card Office, Auxiliary Services Building, Monday through Friday, 9:00 AM - 4:00 PM.

As well as accepting the BRAVES ONE Card, Sodexo now accepts Visa, MasterCard, and Discover at Bert's.

PARKING AND VEHICLE REGISTRATION

Each motor vehicle, including two-wheeled vehicles, driven or parked on campus by students, faculty, or staff must be registered with the Traffic Office and must display a valid parking permit. Fees are established annually and appropriate notification is provided.

North Carolina Senate Bill 627 requires all students to submit proof of motor vehicle insurance

prior to purchasing a parking permit. In order to comply with this legislation, students must provide the following: 1) Name of Insurance Company; 2) Policy Number of Insured; and 3) Certification that the insurance meets the minimum needs established by North Carolina: $30,000 for bodily injury to one person, $60,000 for bodily injury to two persons or more, $25,000 for property damage.

All students, faculty, and staff members are subject to traffic rules and regulations. It is each individual's responsibility to obtain a copy of the Traffic Rules and Regulations when registering a vehicle. These regulations are strictly enforced by the campus police. Fines must be paid before any records will be released from the University. Conviction of a violation of the traffic laws while operating a vehicle on campus has the same effect on your driver's license as a conviction for the same offense on the public highways. The speed limit on campus is 20 mph and is enforced.

It is a privilege and not a right for a person to keep or operate a motor vehicle on campus. Each student, faculty, or staff member must agree to comply with the traffic rules and regulations before keeping or operating a vehicle at The University of North Carolina at Pembroke. The University reserves the right to withdraw motor vehicle privileges from any person at any time.

Parking facilities on campus are limited and on occasions there will not be sufficient parking spaces available to accommodate all vehicles in their respective legal parking zones. In such instances, the driver concerned IS NOT PERMITTED to park in an illegal or restricted zone.
All parking fines are due to be paid within fifteen (15) days of the issuance date, unless they are appealed within those fifteen days. If appealed, payment of assessments will not become due until notification of the Traffic Appeal Board to the person being assessed of its decision not to reverse the citation, at which time payment must be made within fifteen (15) days. Information regarding the Traffic Appeal Board is contained in the *Traffic Rules and Regulations Handbook.*

The Traffic Office can be reached weekdays at 910-521-6795, or contact the University Police at 910-521-6235.

STUDENT RIGHTS AND RESPONSIBILITIES

1. Student Rights and Responsibilities

1.1 Students attend UNCP as a voluntary act and accept substantial benefits which the State of North Carolina provides. In taking such action, and accepting the benefits which accrue, students must accept the rules and regulations that have been developed pursuant to law.

1.2 Upon enrollment, a student receives no sanctuary from obedience to law. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens generally. In addition to the federal, state, and local laws that pertain to all citizens, a student must accept the institutional rules and regulations necessary to accomplish the purposes for which the institution was established. The student does not, however, lose constitutional or legal rights by an act of voluntary enrollment. The University of North Carolina Policy Manual (700.4.1) specifically refers to the important right of a fair hearing and due process. Federal and state statutes and court cases have established certain student rights which are not to be infringed upon, except in situations which are themselves outlined in law and court procedures. Among these are:

1.2.a No student may be denied access to university facilities or programs on the basis of race, color, national origin, religion, sex, age, sexual orientation, disability, or because of the individual's honorable service in the Armed Services of the United States.

1.2.b No student may be denied the protection of the First Amendment of the Constitution of the United States and Article I of the Constitution of the State of North Carolina, which refer to freedom of speech, freedom of religion, freedom of the press, and freedom to assemble peacefully.

1.2.c No student may be denied the continuance of his/her education for disciplinary reasons without being afforded the right to due process.

2. Additional Rights Recognized by UNCP

2.1 The right to read and study free from undue interference in one's room. (Unreasonable noise and other distractions inhibit the exercise of this right.)

2.2 The right to sleep, the right to one's personal belongings, the right to free access to one's room and suite facilities during the period that the residence halls are open, the right to a clean environment in which to live. (Optimum physical conditions are essential, as they support, reinforce, and provide positive conditions in which to learn and live.)

2.3 The right to redress of grievances. If the academic and residence hall communities are to function in the most educationally profitable manner, the right to initiate actions and referrals for impartial and fair adjudication of grievances is held paramount. In exercising this right, the student further holds the right to be free from fear or intimidation, physical and/or emotional harm, and without imposition of sanctions apart from the due process.

2.4 The right to personal privacy. All persons should have freedom from interference with their personal activities and should be able to maintain privacy for other than academic reasons.

2.5 The right to host guests. All students should have the opportunity to maintain personal contacts and friendships with other persons to fulfill their needs for socialization. Guests are to respect the above stated rights of the host's roommates and of other residents.

CODE OF CONDUCT

1. Code of Conduct

1.1 Any student whose **conduct on or off campus** becomes unsatisfactory and is determined to have a detrimental impact on the mission of the University will be subject to appropriate action through the Student Conduct Office. No student will be permitted to graduate or officially withdraw from the University while disciplinary action is pending against him or her. All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. All students must report, in writing, any federal, state, or local criminal charges and/or dispositions of criminal charges to the Office of Student Conduct.

1.2 According to the By-Laws of the Board of Trustees of The University of North Carolina at Pembroke (POL 01.05.01), ratified in March of 1968, the administration of the University is responsible for all phases of student discipline. The administration holds that a student enrolling in the University assumes an obligation to conduct himself/herself in a manner compatible with the University's function as an educational institution. Further, the Board of Trustees has directed the administration to take appropriate disciplinary action against students and student organizations that are found to be in violation of the University's Student Code of Conduct.

1.3 A UNCP student shall refrain from engaging in behaviors that violate the Student Code of Conduct listed below, which reflect conduct unbecoming of a student at The University of North Carolina at Pembroke:

2. Violating the Academic Honor Code (See Academic Honor Code in the Academic Policies section of the catalog for definitions of terms in 2.1-2.5)

2.1 Cheating

2.2 Plagiarism

2.3 Fabrication and Falsification

2.4 Abuse of Academic Materials

2.5 Complicity in Academic Dishonesty

3. Providing False Information

3.1 Furnishing false information to the University with intent to deceive

3.2 Withholding, with knowledge, information from the University

4. Fraud

4.1 Forging, altering, defrauding, or misusing documents, charge cards or money, checks, records, and ID cards of an individual or the University

4.2 No student shall misrepresent himself/herself in, or with regard to, any transaction with the University, whether oral, written, or by other means

5. Failure to Comply with an Official Request

5. 1 Refusing to comply with any lawful order of a clearly identifiable University official acting in the performance of his/her duties in the enforcement of University policies (residence staff members are considered University officials when acting in an official capacity)

6. Failure to Present Identification

6. 1 Failure to present his/her ID when requested to do so by a University official;

7. Failure to Discharge University Obligations

7.1 Neglecting to discharge all obligations to the University prior to the close of each semester;

8. Computing Appropriate Use Policy

8.1 Violating the UNCP appropriate use policy for computers, networks, and federal copyright law (See Division of Information Technology Policy 0103 Appropriate Use Policy)

9. Disruptive and Disorderly Conduct

9.1 No student shall engage in conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on University premises or at functions sponsored by, or participated in by, the University or members of the academic community

10. Setting of Fire and Fire Hazards

10.1 No student shall start a fire or create a fire hazard on University-owned or operated property or properties off campus. (Willful damage to property by fire shall be prosecuted as arson when appropriate.)

11. Fire Safety Equipment

11.1 Misusing, tampering with, or disturbing without proper cause any fire prevention and control equipment

12. Classroom Behavior

12.1 Disrupting classroom activity and/or other University functions by operating cell phones, pagers, beepers, etc., in classrooms, libraries, and labs

13. Obstructing or Disrupting Teaching, Research, or other University Activities

13.1 Obstructing or disrupting teaching, research, or other University activities on University premises; the handling of disruptive behavior in the classroom is left to the discretion of the individual faculty member. However, it is suggested that the faculty member make clear to the class in the syllabus or at an early class meeting that any behaviors that disrupt the teaching and/or educational process will not be tolerated. If a student displays such behavior, the faculty member should deal with it early and directly by speaking to the student. If it continues to be a problem the faculty member should ask the student to leave the classroom or speak with the student at the end of class and provide written documentation immediately to the department chair, dean, and Associate Vice Chancellor for Academic Affairs. Additionally, a written summary statement should be mailed to the student before the next class meeting outlining the conditionsunder which the student may return to the class, if allowed to do so, or notifying the student that the faculty member, in consultation with the department chair and dean, is recommending to Academic Affairs that the student be administratively withdrawn from the class. The Associate Vice Chancellor for Academic Affairs will ask the student for a written summary of class events. After reviewing materials submitted and conversation(s), the Associate Vice Chancellor for Academic Affairs will make a determination concerning the request for an academic withdrawal. The decision of the Associate Vice Chancellor is final.

14. Threatening Another

14.1 By means other than the use or threatened use of physical force, harassing or threatening another in a manner or through such behavior that a reasonable person would find threatening

15. Harassment

15.1 Harassing another student by using objectively offensive speech or behavior of a biased or prejudiced nature related to one's race, color, creed, national origin, sex, religion, handicap, or age, if such speech and/or behavior is so severe and pervasive as to effectively prevent the other student from obtaining an education or to create an objectively hostile educational environment;

16. Electronic Devices

16.1 Any unauthorized use of electronic or other devices to make an audio or video record of

any person while on University premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking a picture of another person in a gym, locker room, or restroom.

17. Endangering the Health and/or Safety of Any Person (including one's self)

17.1 No student shall take any action that creates a danger to any person's health or safety or personal well-being.

18. Assault

18.1 No student shall cause physical harm or threaten to cause physical harm to another person; this includes, but is not limited to, the following: any unwanted and unlawful touching or attempted unwanted and unlawful touching. Physical assaults may result in suspension from the University.

19. Stalking

19.1 The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

19.1.a. fear for his or her safety or the safety of others; or,

19.1.b. suffer substantial emotional distress.

19.2 No student shall engage in conduct that may cause a person to fear for his/her safety due to a pattern of behavior that is unwanted and/or an emotional/mental disruption of his/her daily life. Such acts may include, but are not limited to, following another person, telephone calls, e-mail messages, meeting at classes or places of residence, and written and electronic notes or letters. An alleged violation of this policy will be charged as a "hate crime" under the Violence against Women Reauthorization Act of 2013.

20. Dating Violence

20.1 The term "dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors:

20.1.a. the length of the relationship

20.1.b. the type of relationship

20.1.c. the frequency of interaction between the persons involved in the relationship.

20.2 No student shall engage in conduct which causes harm or may cause harm to a dating partner (as defined above). This includes, but is not limited to, any unwanted and unlawful touching or attempted unwanted and unlawful touching. An alleged violation of this policy will be charged as a "hate crime" under the Violence against Women Reauthorization Act of 2013.

21. Domestic Violence

21.1 The term "domestic violence" includes:

21.1.a. felony or misdemeanor crimes of violence committed by a current or former spouse of the victim,

21.1.b. by a person with whom the victim shares a child in common,

21.1.c. by a person who is cohabiting with or has cohabited with the victim as a spouse,

21.1.d. by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or,

21.1.e. by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family domestic violence laws of the jurisdiction.

21.2 No student shall engage in conduct which causes harm or may cause harm to a domestic partner (as defined above). This includes, but is not limited to, any unwanted and unlawful touching or attempted unwanted and unlawful touching. An alleged violation of this policy will be charged as a "hate crime" under the Violence against Women Reauthorization Act of 2013.

22. Unauthorized Entry/Trespassing

22.1 Unauthorized entry or presence in or upon or use of any University premises or property (including but not limited to roofs, storage facilities, crawl spaces, mechanical rooms and out buildings) or student property (i.e., automobiles, lockers, or residences) or unauthorized possession, duplication, loan, or use of keys to any university premises or property

23. Offensive or Disruptive Speech/Conduct

23.1 Engaging in objectively offensive or disruptive speech or conduct directed toward a member of or visitor to the University community; if such language or conduct is obscene or so severe and pervasive as to constitute legally prohibited harassment in that it effectively prevents an individual from obtaining an education or creates an objectively hostile educational or work environment

24. Abuse of Student Conduct System

24.1 Failure to obey the notice from a Campus Judicial Board or University official to appear for a meeting or hearing as part of the Student Conduct system

24.2 Falsification, distortion, or misrepresentation of information before a Campus Judicial Board or University Hearing Official

24.3 Disruption or interference with the orderly conduct of a Campus Judicial Board or Administrative Hearing proceeding

24.4 Institution of a student conduct code proceeding in bad faith

24.5 Attempting to discourage an individual's proper participation in, or use of, the student conduct system

24.6 Attempting to influence the impartiality of a member of a Campus Judicial Board or Administrative Hearing Officer prior to, and/or during the course of , the Campus Judicial Board or Administrative Hearing proceeding

24.7 Harassment (verbal or physical) and/or intimidation of a member of a Campus Judicial Board or Administrative Hearing Officer prior to, during, and/or after a student conduct code proceeding

24.8 Failure to comply with the sanction(s) imposed under the Student Code

24.9 Influencing or attempting to influence another person to commit an abuse of the student conduct code system

25. Violating Policies Governing Residence Life

25.1 See Section VII of the Student Handbook—Student Housing

26. Bicycles, Skates, Skateboards, and Scooters

26.1 Rollerskating/blading, skateboarding, scooter riding and the riding of bicycles is prohibited in University buildings.

26.2 Rollerskating/blading, skateboarding, scooter and bicycle riding as a means of transportation is only permitted on walkways and ramps when the operator does not create a hazard to themselves or others.

26.3 Performing jumps or other stunts ("hot-dogging") is strictly prohibited on campus.

26.4 Rollerskating/blading and skateboarding by visitors is prohibited.

26.5 Skateboarders and rollerskaters/bladers may not be towed by bicycles or other vehicles.

27. Vandalism and Damage to Property

27.1 Vandalizing, destroying maliciously, damaging, or misusing public or private properties, including library materials

28. Littering

28.1 All litter must be placed in a proper receptacle: no individual may scatter, spill, or place or cause to be blown, scattered, spilled, or placed or otherwise dispose of any litter upon any public or private property

29. Stealing or Attempting to Steal

29.1 Stealing or attempting to steal, aiding or abetting, receiving stolen property, selling stolen property, or embezzling the property of another person or the University

30. Alcohol and Drugs

30.1 Being intoxicated in public, displaying, driving under the influence, illegally possessing or using alcoholic beverages or liquors, or providing alcohol to students under legal age, found visibly overcome by alcohol, driving while under the influence of alcohol

30.2 Participation in behaviors/games/devices which are consistent with rapid consumption, including but not limited to: beer funnels/bongs, keg stands, shot-gunning/chugging, Flip Cup, Circle of Death, Beer Pong, or Quarters

30.3 Kegs are not permitted on campus. Students may not possess kegs, or any other common source containers of alcohol such as "party balls", or use any item such as a bathtub, trash can or similar container to hold alcohol

30.4 Illegally manufacturing, selling, using, or possessing narcotics, barbiturates, amphetamines, marijuana, sedatives, tranquilizers, hallucinogens, and/or other known drugs and/or chemicals;

30.5 Buying, selling, possessing, or using any kind of drug paraphernalia or counterfeit drugs (see POL 04.25.01— Drug and Alcohol Policy of The University of North Carolina at Pembroke)

31. Hazing

31.1 Participating in hazing or illegal harassment of UNCP students (see Hazing in Student Handbook Section V—Administrative Policies)

32. Weapons, Explosives, and Dangerous Chemicals

32.1 No student shall possess or use firearms, explosive devices, or weapons of any kind on University property or at an event sponsored or supervised by the University or any recognized University organization. Such weapons may include, but are not limited to, guns, BB guns, air pistols, rifles, knives, martial arts devices, and bows.

33. Sexual Harassment

33.1 Sexual harassment of any member of the University community (see Sexual Harassment Policy in Student Handbook Section V—Administrative Policies)

34. Sexual Assault

34.1 Any sexual act that occurs without the consent of the victim, or that occurs when the victim is unable to give consent (see Sexual Assault Policy in Student Handbook Section V—Administrative Policies)

35. Sexual Misconduct

35.1 Any attempted or actual act of non-consensual or forcible sexual touching, this would include, but is not limited to: fondling, kissing, groping, attempted intercourse (whether oral, anal, or genital), or attempted penetration with a digit or any other object

36. Sexual Exploitation

36.1 Taking nonconsensual, unjust, or abusive sexual advantage of another for one's own advantage or benefit; or to benefit or advantage anyone other than the one being exploited: and that behavior does not otherwise constitute rape, sexual assault, or sexual harassment. Examples of sexual exploitation include, but are not limited to: prostituting another student, nonconsensual video or audio taping of sexual activity, going beyond the boundaries of consent (such as letting friends surreptitiously watch you have consensual sex or unauthorized distribution of photos or other materials of a sexual nature), engaging in voyeurism, and inducing incapacitation with the intent to rape or sexually assault another person or with the intent to create opportunity for a third party to rape or sexually assault another person.

37. Other Sexual Offenses

37.1 Obscene or indecent behavior, which includes, but is not limited to, exposure of one's sexual organs or the display of sexual behavior that would reasonably be offensive to others

38. Hate Crimes

38.1 No student shall threaten, coerce, harass, or intimidate another person or identifiable group of persons, in a manner that is unlawful or in violation of a constitutionally valid University policy, while on University premises or at University sponsored activities based upon the person's race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability, veteran status (The UNC Policy Manual 700.4.2), dating violence, domestic violence, or stalking (Violence against Women Reauthorization Act of 2013).

38.2 No student shall engage in unlawful harassment leading to a hostile environment. Unlawful harassment includes conduct that creates a hostile environment by meeting the following criteria:

38.2.a Directed toward a particular person or persons;

38.2.b Based upon the person's race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability, or veteran status;

38.2.c Unwelcome;

38.2.d Severe or pervasive;

38.2.e Objectively offensive; and

38.2.f So unreasonably interferes with the target person's employment, academic pursuits, or participation in University-sponsored activities as to effectively deny equal access to the University's resources and opportunities.

39. Gambling

39.1 Gambling is prohibited on University property.

40. University Policies

40.1 No student shall take any action, which violates any published University policies or procedures. This includes the violation of any Univrsity published policy, rule, or regulation in hard copy or available electronically on the University Web site

41. Free Speech

41.1 The University embraces and strives to uphold the freedoms of expression and speech guaranteed by the First Amendment of the U.S. Constitution and the North Carolina Constitution. The University has the right under appropriate circumstances to regulate the time, place, and manner of exercising these and other constitutionally protected rights. (The UNC Policy Manual 700.4.2)

42. Knowingly Acting as an Accessory to:

42.1 Any act that assists another in violating any University policy or regulation

42.2 Being present while the offense is committed and advising, instigating, or encouraging the act, or

42.3 Facilitating in the committing of an offense in any way

43. Responsibility for Guests

43.1 Any violation of the Code of Conduct by one's non-University of North Carolina at Pembroke guest. "Guest" is defined as any non-student present on University premises at the invitation and/or hosting of a UNCP student.

44. Violation of Federal, State, or Local Law

44.1 Any act committed by a student on or off campus that is a violation of federal, state or local law

45. Student Organizational Behavior

45.1 Any student organization found to have violated the Code of Conduct or any Greek letter organization found to have violated the Code of Conduct or the Fraternal Information & Programming Group (FIPG) Risk Management Policy will be subject to sanctioning through the university judicial process.

RESPONSIBILITY TO REPORT CRIMINAL VIOLATIONS AND/OR DISPOSITIONS

During a student's period of enrollment at The University of North Carolina at Pembroke, should he or she be subject to any criminal charge and/or any disposition of a criminal charge, he or she must immediately notify the Office of Student Conduct in writing regarding the nature of the charge/offense and the disposition of the charge if applicable. A student does not have to notify the Office of Student Conduct regarding traffic-related misdemeanors unless the traffic-related misdemeanor involves alcohol or drugs (e.g., students are not required to report a speeding ticket, but they are required to report a Driving Under the Influence (DUI) ticket or Driving While Intoxicated (DWI) ticket).

UNIVERSITY JUDICIAL SYSTEM

Subject to any policies or regulations of the Board of Governors or of the Board of Trustees, it shall be the duty of the Chancellor to exercise full authority in the regulation of student affairs and in matters of student discipline in the institution. In the discharge of this duty, delegation of such authority may be made by the Chancellor to faculty committees and to administrative or other officers of the institution, or to agencies of student government, in such a manner and to such extent

as may by the Chancellor be deemed necessary and expedient. In the discharge of the Chancellor's duty with respect to the matters of student discipline, it shall be the duty of the Chancellor to secure to every student the right of due process and fair hearing, the presumption of innocence until found guilty, the right to know the evidence and to face witnesses testifying against the student, and the right to such advice and assistance in the individual's defense as may be allowable under the regulations of the University approved by the Chancellor. In those instances where the denial of any of these rights is alleged, it shall be the duty of the President of the University of North Carolina to review the proceedings.

Every student shall be bound by the Honor Code and the University Code of Conduct. The Code of Conduct shall prohibit actions and behaviors that are clearly inconsistent with the University's expectation for membership in this community. The University Code of Conduct is is located on the Internet at the following address: www.uncp.edu/sa/handbook and is published in the Student Handbook, the University Catalog, and the Faculty Handbook. All adjudicatory power of the Student Body shall be vested in a system of hearing boards with recognition that ultimate responsibility must conform with the By-Laws of the University as established by the Board of Trustees.

STUDENT DISCIPLINE RECORDS

The University maintains for every student who has received any discipline sanctions a written discipline record. The file shall include the nature of the offense, the penalty assessed, and any other pertinent information.

Student Conduct discipline files are housed in the Office of Student Affairs for eight years and are then forwarded to the Registrar's Office unless the sanction is suspension or expulsion. Suspension and expulsion files are kept in the Student Affairs Office indefinitely. Students suspended or expelled for disciplinary infractions will be entered into the Suspension/Expulsion database at UNC General Administration and will be available to all UNC campuses.

Academic Honor Code violations resulting in conviction will be kept in the Student Affairs Office for ten years. Pertinent information involving these cases will be transferred to the Registrar's Office immediately after verdict.

Student discipline records are confidential in accordance with federal and state laws. The contents of the student's discipline record may not be revealed to anyone not associated with campus discipline except upon written request of the student or a court-ordered subpoena.

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE DRUG AND ALCOHOL POLICY

1. Introduction

1.1 This policy is adopted by the Board of Trustees of The University of North Carolina at Pembroke in conformity with the direction of the Board of Governors of The University of North Carolina. It is applicable to all students, faculty members, administrators, and other employees. This policy is also intended to comply with the requirements of the Drug-Free Schools and Campuses regulations of the U.S. Department of Education.

1.2 The University of North Carolina at Pembroke (the "University" or "UNCP") is dedicated to providing a work, study, and recreational environment that does not include illegal drugs, abuse of prescription medications, or excessive use of alcohol. All students, staff, faculty, and guests are viewed by the University as individually responsible and legally accountable for their actions. The illegal possession, sale or use of drugs, including alcohol, adversely affects the academic community. Toward that end, the University notifies in writing, the parents of students under the age of 21 of such offenses.

1.3 In addition, students should be aware that the UNCP Student Code of Conduct extends to any student whose **conduct on or off campus** becomes unsatisfactory and is determined to have a detrimental impact on the mission of the University. Students whose behavior off campus requires the involvement of law enforcement or other authorities may be subject to appropriate judicial sanctions from the university. This behavior includes being intoxicated in public, displaying, driving under the influence, or illegally possessing or using alcohol, or providing alcohol to students under legal age. Manufacturing, selling, using, or

possessing narcotics, barbiturates, amphetamines, marijuana, sedatives, tranquilizers, hallucinogens, and/or other known drugs and/or chemicals is included in this code, as is buying, selling, possessing, or using any kind of drug paraphernalia or counterfeit drugs.

1.4 The University has developed drug education, prevention, and intervention programs. Members of the University community are encouraged to become familiar with the programs and are invited to take advantage of the services provided.

1.5 The Chancellor has designated Counseling and Psychological Services (CAPS) as the coordinating agency of drug education. With that designation, CAPS is the office, under the supervision of the Director, responsible for overseeing all programs and changes related to this policy.

2. Alcohol/Drug Education Programs

2.1 The University has established and maintains a program of education designed to help all members of the University community avoid involvement with illegal drugs. This educational program emphasizes these subjects:

2.1.a The incompatibility of the use or sale of illegal drugs with the goals of the University;

2.1.b The legal consequences of involvement with illegal drugs;

2.1.c The medical implications of the use of illegal drugs; and

2.1.d The ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities.

2.2 Committee on Substance Abuse Prevention (CSAP)

2.2.1 The CSAP is a comprehensive and interdisciplinary team of campus and community professionals as well as students that provides informed guidance and advises the University community with coordinated drug-related education, prevention, and intervention services. The term "drugs" includes both legal drugs (i.e., alcohol, prescription medications, over-the-counter medications, nicotine, caffeine, etc.) and illegal drugs as covered by the Controlled Substance Act (N.C.G.S. 90-88 et. seq.). CSAP defines itself as an advisory board for the prevention, intervention, and education policies and activities concerning the use and/or abuse of tobacco, alcohol, and other drugs. A staff member of Counseling and Psychological Services serves as chairperson of CSAP. CSAP activities encourage individuals to:

2.2.1.a Value and maintain sound health.

2.2.1.a Respect state/federal laws and University regulations.

2.2.1.a Recognize and resist pressure to use drugs.

2.2.1.a Promote drug-free activities.

2.2.1.a Promote the use of rehabilitation resources.

2.2.1.a Recognize the incompatibility of drug abuse and achievement of personal goals.

2.3 Educational Activities and Counseling Services

2.3.1 Division of Student Affairs provides the following:

2.3.1.a Annual notification to all enrolled students of the consequences of drug use and/or abuse.

2.3.1.b Administration of an annual, anonymous, freshman *wellness* survey.

2.3.1.c Educational programs in a variety of formats.

2.3.1.d A multimedia library on drug related topics.

2.3.1.e Alternative programming promoting drug-free fun.

2.3.1.f Living/Learning programs in the residence halls.

2.3.1.g Observance of National Collegiate Alcohol Awareness Week.

2.3.1.h Peer-educators to encourage informed choices concerning alcohol consumption and to discourage the use of illegal drugs.

2.3.1.i Twelve-step meeting schedules, e.g., AA, NA, etc.

2.3.1.j Referral information for students.

2.3.1.k Drug assessment and/or counseling for students.

2.3.1.l Support groups and drug awareness workshops.

2.3.1.m Drug education and assessment for student violators of this Drug Policy.

2.3.1.n A biennial review of the drug and alcohol prevention program to:

2.3.1.n.1 determine its effectiveness and implemement changes to the program if they are needed, and

2.3.1.n.2 ensure that the disciplinary sanctions are consistently enforced. (Appendix 1)

2.3.2 Division of Academic Affairs provides the following:

2.3.2.a Alcohol/drug modules in all Freshman Seminar classes.

2.3.2.b Academic credit courses in drug abuse prevention and chemical dependency.

2.3.2.c Academic credit courses in wellness and fitness.

2.3.2.d A Wellness Committee to promote healthy choices.

2.3.3 Division of Finance and Administration provides the following.

2.3.3.a An Employee Assistance Program (EAP) which includes consultation, assessment, and referral.

2.3.3.b Annual written notification of all employees of this Drug Policy, the consequences of drug use/abuse, and available resources, including EAP, for counseling and rehabilitation.

3. Institutional Policy on Drugs and Alcohol

3.1 Individuals who suspect they may have a drug or alcohol problem are encouraged to seek help through CAPS or EAP before the problem affects their academic performance, work performance or conduct. Anyone reporting to class/work under the influence of alcohol or illegal drugs or using alcohol or illegal drugs on the job may be suspended or dismissed without warning. In addition to disciplinary action by the University, violation of the University's drug-free policy may be cause for criminal prosecution by government or law enforcement agencies.

3.2 The illegal possession, sale, or use of drugs, including alcohol, will not be tolerated at the University. Violation will result in sanctions which may include dismissal from employment and the termination of student status (suspension or expulsion). The University may impose sanctions if it is proven by a *preponderance of evidence* that a violation has occurred. Students, faculty and staff are subject to federal, state, and local laws as well as University rules and regulations. Members of the University community are not entitled to greater immunities or privileges before the law than those enjoyed by other citizens generally. Although the University reserves the right to impose more severe sanctions for any violation of its Drug and Alcohol Policy as circumstances may warrant, the minimum penalties that may be imposed for particular offenses are set out herein below.

3.3 Alcohol Possession and/or Consumption Regulations for UNCP Students and Employees

3.3.1 Programs exist on campus to assist persons of legal age in making informed choices concerning alcohol.

3.3.2 Students of legal age are permitted to possess and consume beer, unfortified wine, fortified wine, spirituous liquor, and mixed beverages only within the confines of their residence hall rooms. Caffeinated alcoholic beverages (CABs, e.g., Four Loko, MoonShort, Joose) are prohibited on campus.

3.3.3 Students aged 21 years and older are permitted to possess and consume alcohol while tailgating in designated areas or parking lots prior to UNCP football games.

3.3.4 Student possession and/or consumption of any alcoholic beverage is prohibited at any location except as indicated in Section 3.3.2 and 3.3.3 of this Drug Policy.

3.3.5 Student fees cannot be used to purchase alcohol.

3.3.6 Kegs are not permitted on campus. Students are not to possess kegs, or any other common source containers of alcohol such as "party balls," or use any item such as bathtubs, trash cans, or similar container to hold alcohol. Beer funnels or other alcohol paraphernalia used for rapid consumption is not permitted anywhere on campus. Students are not allowed to construct or own a table used for the purpose of "beer pong" on campus. Kegs, or any other rapid alcohol consumption paraphernalia brought onto campus, will be seized as contraband by the Campus Police and the contents destroyed. Kegs may be retrieved with proof of ownership when the student is prepared to remove them from campus. The Chancellor of The University of North Carolina at Pembroke reserves the right to approve the use of alcoholic beverages (including kegs or beer) at special functions, provided appropriate permits are obtained from the North Carolina Alcoholic Beverage Control Commission.

3.3.7 In an effort to create sanctions for the violations to the University alcohol and drug policy that reflect UNCP's commitment to reduce underage and high-risk drinking and adherence to N.C. General Statute § 18B-302, the following will be enforced on a case-to-case basis. Minimum sanctions against students for underage consumption or possession/public display of alcohol:

3.3.7.a 1st Offense - Offenders will participate in a drug education and/or counseling program at their cost (currently $100), and parental notification of offenses.

3.3.7.b 2nd Offense - Offenders will participate in additional drug counseling and

assessment and follow all counseling recommendations; offenders will pay the fee for this program (currently $100); conduct probation for a term to be determined by the judicial process and parental notification of offenses;

3.3.7.c 3rd Offense - Suspension from the University for a period of at least one semester.

3.3.8 Sanctions for consumption, public display, or excessive use of alcohol (See Section 3.5) by students 21 and older that require the involvement of campus police or the student affairs office shall be determined on a case-to-case basis, but may include:

3.3.8.a 1st Offense - Offenders will participate in a drug education and/or counseling program at their cost (currently $100)

3.3.8.b 2nd Offense - Offenders will participate in additional drug counseling and assessment and follow all counseling recommendations. Offenders will pay the fee for this program (Currently $100) and be placed on Conduct Probation for a term to be determined by the judicial process.

3.3.8.c 3rd Offense - Suspension from the University for a period of at least one semester.

3.3.9 It is against the law for anyone to sell or give any alcoholic beverage to a person under twenty-one (21) years of age or to aid or abet such a person in selling, purchasing or possessing any alcoholic beverage. Any person under 21 years old who aids or abets an underage person in violating this law may be fined $500, imprisoned for 6 months, or both. Any person 21 years or older who aids or abets an underage person to violate this law may be fined $2000, imprisoned for 2 years, or both. (General Statute 18B-302) It is the policy of the University to cooperate with local law enforcement who may be investigating incidents where violations of this law have been committed on and off campus. Minimum sanctions for students over 21 who provide alcohol to minors:

3.3.9.a Offenders will participate in a drug education and/or counseling program at their cost (currently $100). This program will focus on alcohol laws, responsible service practices, and social host liability laws.

3.3.9.b Conduct probation for a term to be determined by the judicial process.

3.3.9.c A second offense of this violation will mean suspension from the University for a period of at least one semester.

3.3.10 Campus mandatory drug education/counseling must be completed within forty (40) business days of the initial referral; if not, the student must complete an approved off-campus drug education/counseling program at his/her expense BEFORE being permitted to register for future classes or graduate. Failure to keep campus drug education/counseling appointments will result in a $25 fee for each missed appointment.

3.3.11 Guests in violation of this Drug and Alcohol Policy shall be required to leave campus and could face additional sanctions, including arrest and criminal charges. Students who have guests on campus are responsible for their guests at all times and will be held accountable for their guest's actions.

3.3.12 Penalties for employees who violate any applicable laws or University policies regarding illegal possession or use of alcohol or provision of alcohol to persons under 21 years of age will be determined on a case-by-case basis and will cover the entire range of penalties available to the University as an employer, including but not limited to suspension and discharge from employment.

3.4 Social Host Liability Law

3.4.1 In addition to the substantial criminal penalties for furnishing alcohol to an underage person and/or helping an underage person obtain alcohol, individuals and student groups serving alcohol to friends or guests should be aware that if:

3.4.1.a A person serves an alcoholic beverage to someone whom the server knew, or should have known, was under the influence of alcohol, and

3.4.1.b The server knew that person would shortly thereafter drive an automobile; a jury could conclude, some injury could result from the negligent conduct. This means that, if someone is injured by a drunk driver and sues the person(s) who served the driver alcohol, a jury might find that the server(s) were partly responsible for the injuries and order the server(s) to pay substantial damages to the injured person or his/her estate. Significant personal consequences could result to the host or provider of the alcohol. The above information is not intended as legal advice. If uncertain about this issue, contact a private attorney.

3.5 Excessive and/or Harmful Use of Alcohol

3.5.1 Substance abuse, especially alcohol abuse, is a significant problem on university campuses. The University strives to create a healthy academic and social environment that states high-risk or underage drinking will not be tolerated. Excessive and/or harmful use of alcohol is any abuse of alcoholic beverages, as determined on a case-by-case basis by the Director of Student Conduct. Examples of excessive and/or harmful use of alcohol include, but are not limited to:

3.5.1.a Use of alcohol which leads to medical consequences such as passing out, blackouts (loss of memory), gastritis (vomiting, retching), physical injuries, or other medical problems.

3.5.1.b Use of alcohol in association with inappropriate behavior.

3.5.1.c A pattern of episodes of alcohol related violations of the Student Code of Conduct.

3.5.1.d A single episode of intoxication in which the Director of Student Conduct or his/her designee believes that the level of alcohol consumption posed a risk to the student's health or well-being. Students who fall under this category of policy violation may be referred to the Emergency Health and Safety committee if their behavior is deemed a safety risk. (Section V, Administrative Policies of the Student Handbook)

3.6 Illegal Possession of Drugs and/or Paraphernalia by UNCP Students, Staff, and Faculty

3.6.1 Illegal drugs and drug usage definition: The usage (including but not limited to consumption, injection, smoking/inhalation, etc.), manufacture, possession, or distribution of illegal drugs or significantly mind-altering substances, pharmaceutical and otherwise (including salvia divinorium, medical marijuana, and synthetic forms of banned substances, including but not limited to, K2, Spice, Black Magic, etc.); inappropriate/illegal use or distribution of any pharmaceutical product; being in the presence of others while the above mentioned drug use is occurring; or possession of drug paraphernalia, including bongs.

3.6.2 For a first offense involving the illegal possession or use of any controlled substance identified in Schedule I, N.C. General Statutes § 90-89, or Schedule II, N.C. General Statute § 90-90, (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone) the minimum penalty shall be suspension from enrollment and from employment for a period of at least one semester or its equivalent. Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Minimum penalties for this offense exceed the maximum period of suspension without pay that is permitted by the State Personnel Commission regulations, so the penalty for a first offense for employees subject to the State Personnel Act is discharge from employment.

3.6.3 Students who receive an offense involving the illegal possession or use of any controlled substance identified in Schedules III through VI, N.C. General Statutes § 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) and/or the possession of drug paraphernalia, the minimum penalty shall be:

3.6.3.a 1st Offense - Conduct Probation, for a period to be determined on a case-by-case basis and mandatory participation in a drug education and assessment program (currently $100 for students) and parental notification. This does not preclude criminal action from being initiated.

3.6.3.b 2nd Offense – For a second or other subsequent offenses involving illegal possession of controlled substances identified in Schedules III-IV, progressively more severe penalties shall be imposed; for students, the minimum penalty cannot be less than be suspension for a period of at a least a semester; more severe penalties may be imposed, including expulsion. To be readmitted after a suspension, the student (at his/her own expense) must submit documentation of completed drug education and assessment at least equivalent to that which would have been received at the university, multiple negative drug tests over a period of time and meet such other conditions as the University may require. This does not preclude criminal action from being initiated.

3.6.4 Campus mandatory drug education/counseling for students must be completed within 40 business days of the initial referral; if not, the student must complete an approved off-campus drug education/counseling program at his/her expense BEFORE being permitted to register, for future classes, transfer, or graduate. Failure to keep campus drug education/counseling appointments will result in a $25 fee for each missed appointment. This fee applies to all referred offenders from campus police, student affairs, and athletics.

3.6.5 For second or other subsequent offenses involving controlled substances, progressively more severe penalties shall be imposed; for students, the minimum penalty cannot be less than suspension for a progressively longer term; more severe penalties may be imposed, including expulsion of students and discharge of employees. To be readmitted after a suspension, the student (at his/her own expense) must submit documentation of multiple negative drug tests over a period of time and meet such other conditions as the University may require.

3.6.6 Section 483 (r)(1) of the Federal Higher Education Amendments of 1998 states: "A student who has been convicted of any offense under Federal or State law involving the possession or sale of a controlled substance SHALL NOT BE ELIGIBLE TO RECEIVE ANY GRANT, LOAN, OR WORK ASSISTANCE under this title during the period beginning on the date of such conviction" and lasting for one year, two years, or indefinitely, depending on the offense.

3.6.7 Penalties for employees who violate any applicable laws or university policies regarding illegal possession or use of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) and/or the possession of drug paraphernalia will be determined on a case-by-case basis and will cover the entire range of penalties available to the university as an employer, including but not limited to, probation, suspension, and discharge from employment. If an unexpired balance of the prescribed period of probation for an employee subject to the State Personnel Act exceeds the maximum period of suspension without pay permitted by the State Personnel Commission regulations, that employee shall be discharged.

3.7 Trafficking in Illegal Drugs by UNCP Students, Staff, and Faculty

3.7.1 For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sale or deliver, any controlled substance identified in Schedule I, N.C. General Statutes 90-89 or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone) any student shall be expelled and any employee shall be terminated.

3.7.2 For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sale or deliver, any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) the minimum penalty shall be suspension from enrollment or employment for a period of at least one semester or its equivalent. Employees subject to the State Personnel Act are governed by regulations of the State Personnel Commission. Minimum penalties for this offense exceed the maximum period of suspension without pay that is permitted by the State Personnel Commission regulations, so the penalty for a first offense for employees subject to the State Personnel Act is discharge from employment.

3.7.3 For a second offense, any student shall be expelled and any employee shall be terminated.

3.8 Abuse of Prescription and/or Over-the-counter Medications

3.8.1 The abuse of legal medications can lead to serious health complications for the user. Abuse of some medications can also lead the individual to exhibit behavior which is dangerous to self and others. The University strongly supports efforts of individuals to change maladaptive behavior and offers services through both the Counseling & Testing Center, the Student Health Services, and EAP. Continued abuse and disruptive behavior may result in disciplinary action.

3.9 Hazing by UNCP Students and Student Groups

3.9.1 The N.C. General Statute § 14-35 defines hazing as follows: "to subject another student to physical injury as part of an initiation, or as a prerequisite to membership, into any organized school group."

3.9.2 Hazing violations involving drugs and/or alcohol will be required to participate in the campus mandatory drug education/counseling program as well as incur all costs associated with the program.

3.10 Suspension Pending Final Disposition

3.10.1 A student, faculty member, administrator, or other employee charged with a violation of this policy may be suspended from enrollment and employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or his/her designee concludes that the person's continued presence would constitute a clear and immediate danger to the health or welfare of any member of the University community. When a suspension is imposed, an appropriate hearing of the charges against the person suspended shall be held as promptly as possible.

3.11 Process for Imposition of Penalties

3.11.1 Students, faculty, and staff are subject to all local, state, and federal laws relating to drug use and possession. Action on the part of the University is based upon its right to carry out its appropriate mission and is not designed to be merely punitive. University action is not dependent upon and does not preclude criminal or civil action in the courts.

3.11.2 Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 502 D(3) and Section 603 of *The Code*; by the Board of Governors policies applicable to other employees exempt from the State Personnel Act; and by regulations of the State Personnel Commission. Faculty should refer to section 4, page 63, "Due Process Before Discharge or the Imposition of Serious Sanctions for Tenure Track Faculty" and section 11, page 201, in the Faculty Handbook. Students should refer to the Student Government Association Constitution in the Student Handbook, Volume III, "The Adjudication Boards." SPA employees should refer to the State Personnel Manual, Section 7, "Discipline, Appeals, and Grievances" and UNCP's "SPA Employee Grievance and Appeal Policy." EPA employees should refer to the UNCP handbook for EPA employees, "Personnel Policies for Employees Exempt from the State Personnel Act , UNCP," Section IV.

3.12 Policy Implementation and Reporting

3.12 .1 All drug and alcohol violations on the UNCP campus are reported via the Crime Awareness and Campus Securty Act [20 USC 1092 (f)] (CACSA), required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The report is compiled in accordance with the guidelines set forth in U.S. Department of Education, Office of Postsecondary Education, The Handbook for Campus Crime Reporting, Washington, DC, 2005 and is completed by Campus Police.

4. Health Risks of Psychoactive Drugs

4.1 All psychoactive drugs (including alcohol) can produce negative health risks associated with long-term chronic use. Some, but not all, related health risks are listed below.

4.1.1 Alcohol: (medically classified as a depressant) Central nervous system depression, impaired judgment, liver damage, malnutrition, pancreatitis, lowered immunities, and severe birth defects in babies whose mothers used alcohol during pregnancy. An overdose may result in a coma and death.

4.1.2 Cocaine: Anxiety, insomnia, paranoia, perforation of the nasal septum, seizures, cardiac arrest.

4.1.3 Depressants: (e.g., Librium, Xanax, Valium) Central nervous system depression, staggering gait, visual disturbances, lethargy, dizziness, and nausea or death.

4.1.4 Hallucinogens: (e.g., LSD, PCP, and hallucinogenic mushrooms) Visual distortions, increased heart rate and blood pressure, psychotic episodes, panic disorders, and flashbacks.

4.1.5 Inhalants: Nausea, headaches and perceptual distortions. Permanent damage to bone marrow, lungs, liver and kidneys and a risk of lung or cardiac arrest with initial or repeated use.

4.1.6 Marijuana: Increased heart rate, lowered body temperature, impaired coordination, appetite stimulation, weakened immune system, increased risk of throat/lung cancer, and speech/memory/learning distortions. Long term use may result in short term memory loss, amotivational syndrome, and reproductive system abnormalities.

4.1.7 Narcotics: (e.g., codeine, heroin, morphine) Shallow breathing, reduced sex drive, apathy, anxiety, mood swings, nausea, and respiratory depression. An overdose may induce a coma, convulsions, respiratory arrest or death.

4.1.8 Rohypnol: (flunitrazepam, commonly called the *date rape* drug) Drowsiness, impaired motor skills, and inability to recall events. Combined with alcohol or other drugs may lead to respiratory depression, aspiration, and death.

4.1.9 Stimulants: (amphetamines) Anxiety, agitation, malnutrition, irregular heartbeat, chronic sleeplessness, and amphetamine psychosis.

9. Applicable Forms

9.1 Committee on Substance Abuse Prevention (CSAP) Biennial Review Form.

COLLEGE OF ARTS AND SCIENCES

Dean: Mark Canada

Associate Dean: Meredith L. Storms

The College of Arts and Sciences is composed of 16 academic departments offering a variety of programs leading to bachelor's degrees, including the Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Nursing, and Bachelor of Social Work. Students interested in any of these programs should consult the department descriptions in this section of the catalog.

Master's degrees, including the Master of Public Administration with concentrations in Public Management, Criminal Justice, Emergency Management, and Health Administration; the Master of Social Work; the Master of Science in Nursing; and the Master of Arts in Art Education, English Education, Mathematics Education, Music Education, Science Education, and Social Studies Education, are available through the School of Graduate Studies. Students interested in any of these programs should consult the Graduate Studies section of the catalog.

DEPARTMENTS IN THE COLLEGE OF ARTS AND SCIENCES

AMERICAN INDIAN STUDIES 118
Mary Ann Jacobs, Chair

ART 122
Richard Gay, Chair

BIOLOGY 133
David D. Zeigler, Chair

CHEMISTRY AND PHYSICS 145
Sivanadane Mandjiny, Chair

ENGLISH, THEATRE, AND FOREIGN LANGUAGES 156
Virginia K. McClanahan, Chair

GEOLOGY AND GEOGRAPHY 179
Martin B. Farley, Chair

HISTORY 186
Robert W. Brown, Chair

MASS COMMUNICATION 198
Jason Hutchens, Chair

MATHEMATICS AND COMPUTER SCIENCE 205
Steven D. Bourquin, Chair

MUSIC 219
Timothy M. Altman, Chair

NURSING 235
Barbara B. Synowiez, Chair

PHILOSOPHY AND RELIGION 244
David H. Nikkel, Chair

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION 253
Kevin S. Freeman, Chair

PSYCHOLOGY 262
Kelly A. Charlton, Chair

SOCIAL WORK 267
Sherry Edwards, Chair

SOCIOLOGY AND CRIMINAL JUSTICE 273
Mario Paparozzi, Chair

AMERICAN INDIAN STUDIES

Chair: Mary Ann Jacobs

Jane Haladay	Stanley Knick	Jesse Peters
Michael Spivey	Rose Stremlau	Jay Hansford C. Vest

The University of North Carolina at Pembroke was established in 1887 as an institution for Native Americans. Since 1953, it has had a multi-racial student body. Because of its heritage, the University, through this Department, offers a program to educate students about the rich diversity of American Indian history and culture, to promote research and scholarship concerning American Indian issues, and to prepare students for professional or scholarly careers.

The Department offers a B.A., a minor, and an academic concentration in American Indian Studies. Students are encouraged to select courses that touch on as many different aspects of American Indian history and culture as possible.

BACHELOR OF ARTS IN AMERICAN INDIAN STUDIES

Requirements for a Bachelor of Arts Degree in American Indian Studies	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44
Major Requirements	
Major Core Courses (18 hours): AIS 1010; AIS/HST 1100, 1110; AIS/ENG 2200; AIS 3600, 3950	18
Track (15 hours): Complete 5 courses in one of the focus areas below:	15
Peoples and Histories Focus: AIS/REL 2130, AIS/ART 2170, AIS/HST 3240, AIS/HST 3260, AIS 4020, AIS/HST 4250	
Social and Cultural Issues Focus: AIS/SOC 1050, AIS 2010, AIS/EDN 2310, AIS/SOC/SWK 3880, AIS 4050, AIS 4600	
Stories and Literatures Focus: AIS/ENG 2410, AIS 3400, AIS/ENG 3440, AIS/ENG 3470, AIS/REL 4150, AIS/ENG 4500	
General Focus: Choose five courses with at least one course from each focus area.	
AIS electives (9 hours): Complete 3 of the following courses: AIS 2390, 4520, 4990, AISS 2000-4000, any AIS course not from the focus area chosen for the track	9
University Electives	33
	Total: 120

ACADEMIC CONCENTRATION

Academic Concentration in American Indian Studies

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department of American Indian Studies offers an Academic Concentration of 24 hours. Please see the Department Chairperson for details about this concentration. This Academic Concentration is available to other students, regardless of major.

MINOR

Requirements for a Minor in American Indian Studies	**Sem. Hrs.**
AIS 1100 or 1110 (or HST 1100 or 1110) and	
18 additional semester hours of AIS courses or their cross-listed equivalents	**Total: 21**

COURSES

DEPARTMENTAL (AIS)

AIS 1010. Introduction to American Indian Studies

An introduction to the study of American Indian history and culture. It will examine the issues and forces, past and present, affecting the lives of American Indian people. Credit, 3 semester hours.

AIS 2010. American Indian Cultures
An introductory survey of American Indian cultural traditions through the study of film, art, oral and written literature, music, and religion. Credit, 3 semester hours.

AIS 2390. American Indian Education
A study of the history of Indian education policy and practice in the United States focusing on traditional tribal methods as well as contemporary federal, state, and tribal programs. Credit, 3 sem. hrs.

AIS 3400. American Indians and Film
This course will study a number of films which either focus on or incorporate the American Indian into their stories. Emphasis will be placed on analyzing the image portrayed and the historical perspective presented. Credit, 3 semester hours.

AIS 3600. History and Culture of the Lumbee
A study of the history and culture of the Lumbee Indians, the largest tribal group east of the Mississippi. While the focus will be primarily historical, all facets of Lumbee culture will be treated including the economic, political, and religious structure of the people as well as artistic and literary accomplishments. Credit, 3 semester hours.

AIS 3950. Archaeology in North Carolina
This course approaches archaeology as a way to learn about human beings. Special emphasis will be placed on prehistoric Indian cultures of North Carolina, and especially those of Robeson County. Topics will include: application of archaeology to present day issues; recovering and caring for archaeological materials; stages of Indian prehistory; theoretical and practical issues which face the archaeologist; etc. Credit, 3 semester hours.

AIS 4020. Federal Policy and the American Indian
A study of federal Indian policy from the Colonial period to the present. Credit, 3 semester hours. PREREQ: Permission of the instructor.

AIS 4040. Field Methods in Archaeology
In this course students will perfect proper use of field methods and techniques in archaeology. Topics will include site reconnaissance, systematic sampling of surface and sub-surface materials, excavation, and record keeping. Credit, 3 semester hrs.

AIS 4050. Contemporary Issues of American Indians
This seminar-style course examines the principal issues of concern to American Indians in the twentieth century. Both national and local in scope, topics include: politics; economics; treaty relationships with federal and state governments; education; alcohol and substance abuse; the environment; cultural identity and survival; relation with non-Indians; religious freedom; land and water rights; tribal sovereignty; and other contemporary issues as they arise. Credit, 3 semester hours.

AIS 4250. American Indian Women
This course will examine some of the historical, anthropological, sociological, and literary writings by and/or about American Indian women. Credit, 3 semester hours.

AIS 4520. Meso-America Before European Contact
To acquaint the advanced student with the diversity of the Meso-American Indian cultures as they existed in Central America prior to the arrival of Europeans, using historical, literary and archaeological materials to disclose their advanced cultural developments, to examine critically some of the romantic myths and negative stereotypes surrounding the Meso-American Indians, and to better understand our own 21st Century views of Meso-American Indian cultures. Credit, 3 semester hours.

AIS 4600. American Indian Health
This course examines nutritional, cultural, demographic, and socio-economic aspects of health of American Indians from prehistoric times into the present; these will be evaluated with a view to lessons for modern Indian health practitioners. Topics also include effects of European contact on Indian health, modern health problems in Indian communities, and traditional Indian medical practices. Credit, 3 semester hours. PREREQ: Junior standing or permission of the instructor.

AIS 4990. Independent Study in American Indian Studies

Directed reading and research under the guidance of the instructor in a specific area or problem in American Indian Studies. Credit, 3 semester hours. PREREQ: Consent of instructor.

AISS 2xxx. Special Topics in American Indian Studies

Selected topics in American Indian studies. Credit, 1-3 semester hours.

AISS 4xxx. Special Topics in American Indian Studies

Investigations into selected topics in American Indian studies through the reading of significant books, discussions, and supplementary reports. Credit, 1-3 semester hours. PREREQ: Permission of the instructor.

ART

AIS 2170. North American Indian Art (ART 2170)

A survey of indigenous painting, sculpture, and architecture in North American Indians, from about 3000 BCE to the present. Major developments in the visual arts and their cultural contexts will be examined. Credit, 3 semester hours.

EDUCATION

AIS 2310. Race, Culture, and the Lumbee Experience (EDN 2310)

This course will examine and explore the fundamental psychosocial elements that constitute race, prejudice, and discrimination using Lumbee ethnicity as the model for examination. Credit, 3 semester hours.

LITERATURE

AIS 2200. Native American Literature (ENG 2200)

A survey of literature produced by Native Americans. The course will cover fiction and poetry, and close attention will be paid to historical contexts and themes central to the understanding of Native American literature. Authors may include Momaday, Silko, Hogan, Vizenor, Welch, and Erdrich. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

AIS 2410. Environmental Literature (ENG 2410)

Survey of Indigenous and multinational environmental literature and its relationship to race, class, gender, sexuality, and/or dis/ability, attentive to local human and ecological communities. Variety of authors and genres. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

AIS 3440. The Native American Novel (ENG 3440)

A critical study of the Native American novel from its inception to the present, with emphasis on social, political, and cultural history. Particular attention will be paid to the narrative techniques of these authors with a focus on the relationship between oral traditions and the form of the novel. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

AIS 3470. Native American Poetry (ENG 3470)

A critical study of Native American poetry and poetics, with emphasis on social, political, cultural, and Native national histories. Particular attention will be paid to the techniques of these authors with a focus on the relationship between oral traditions and contemporary poetry. Credit, 3 semester hours. PREREQ: AIS 1010 or AIS/ENG 2200, ENG 3040, or permission of instructor.

AIS 4500. Seminar in Native American Literature (ENG 4500)

A study of selected American Indian literature topics. Credit, 3 semester hours.

HISTORY

AIS 1100. History of the American Indian to 1865 (HST 1100)

A survey of North American Indian history from arrival in the Western Hemisphere to 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Credit, 3 semester hours.

AIS 1110. History of the American Indian since 1865 (HST 1110)

A survey of North American Indian history since 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Credit, 3 semester hours.

AIS 3240. Indians of Latin America (HST 3850)

A study of the history, culture, and contemporary achievement of the Indians residing south of the Rio Grande. Credit, 3 semester hours.

AIS 3260. Indians of the Southeast (HST 3260)

A thorough examination of the history, culture, interaction, and present condition of the major tribes of southeastern America. Credit, 3 semester hours.

AIS 4250. Indigenous Women (HST 4250)

An interdisciplinary study of the historical and contemporary experiences of Indigenous women, focusing on but not limited to Native women in North America. Course will examine Native women's community roles and cultural practices prior to and since colonization and will privilege Native women's perspectives in course texts. Credit, 3 semester hours.

AIS 4650. Indian Residential and Boarding School Narratives (HST 4650)

An in-depth study of the Canadian Indian residential school and American Indian boarding school experience, focusing on autobiographical narratives by Indigenous authors who experienced life in these schools. Course incorporates a range of authors, perspectives, and genres to contextualize colonial institutional polices aimed at "civilizing" Indian "savagery," and forms of Indigenous resistance, accommodation, healing, and cultural survival. Credit, 3 semester hours. PREREQ: AIS 1010, AIS/HST 1100 or 1110, AIS/ENG 2200 or 3440, or permission of instructor.

RELIGION

AIS 2130. American Indian Religious Traditions (REL 2130)

This course is designed as an introduction to the contributions that American Indian religious traditions make to the general study of religion. As such it is a survey of the religious traditions and practices of American Indians. Credit, 3 semester hours.

AIS 4150. Amerindian Oral Traditions (REL 4150)

An examination of selected American Indian oral narrative traditions emphasizing a religio-literary assessment of mythical, anecdotal, and historical stories. Credit, 3 semester hours.

SOCIAL WORK

AIS 3880. Native American Populations (SWK 3880/SOC 3880)

Using a person-in-environment perspective, the social service delivery system is analyzed within the uniqueness of the cultural parameters of different tribal communities. Laws and regulations that affect social service delivery to Native Americans are viewed. Social problems that are common among Native American groups are also emphasized while equipping students with skills, sensitivities, and a knowledge base necessary to practice generalist social work effectively. Credit, 3 semester hours. PREREQ: SWK 2000 is recommended.

SOCIOLOGY

AIS 1050. Introduction to Cultural Anthropology (SOC 1050)

A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures. Credit, 3 semester hours.

ART

Chair: Richard Gay

Joseph Begnaud	Ann Horton-Lopez[1]	John Antoine Labadie
Tulla Lightfoot[2]	Nancy Palm	Carla Rokes[3]
Brandon Sanderson	Adam Walls	Scott Ziegler

[1]Art Education Graduate Director
[2]Art Education Undergraduate Coordinator
[3]A.D. Gallery Director

The mission of the Art Department is two fold: 1) contribute a necessary and integral component to the mission of the University by providing opportunities for broad artistic and intellectual development of the University body; and 2) specifically nurture and support the quality education of those who have chosen fine arts as a professional goal either as producing artists or as teachers.

The faculty is committed to excellence in teaching, research, and service to the university and the community. The Department strives to provide a learning environment which nurtures not only the artistic spirit but also the professionalism of the prospective art teacher as well. The studio-oriented program leads to study at the graduate level or employment. The Art Education program leads to teacher licensure in grades K-12.

Students must complete a sophomore portfolio review designed to demonstrate competencies in foundations; therefore, all foundation courses should be completed by December of the sophomore year.

Before graduating from either program, seniors are required to present acceptable exhibitions of work from their areas of concentration and undergo a critique of that exhibition by faculty.

BACHELOR OF ARTS IN ART

Requirements for a Bachelor of Arts Degree	**Sem. hours**
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
Foundations: 1010, 1020, 1320	9
Studio Core: ART 1050, 1110, 1330, 1400, 1500, 2150, 2320, 2500	24
Primary Studio Area: 9 hours beyond the core from one of the following areas: Ceramics, Digital Arts**, Drawing**, Painting***, Printmaking, or Sculpture	9
Secondary Studio Area: 6 hours beyond the core from another studio area	6
Professional Art Practices: ART 4031****	3
Art History: ART 2080, 2090, 4330, and two of the following: ART 2160, 2170, 3700, 3710, 3720, 3730, 3740, 3750, 4310, 4320, or appropriate ARTS 3xxx or 4xxx	15
Electives	9
	Total: 120

*Students who plan to major in Art should consult the Department Chair prior to registering for General Education Courses.

**Intermediate level does not count toward the 9 hours.

***ART 2120 meets this requirement. ****Taken in spring of junior year.

BACHELOR OF ARTS IN ART EDUCATION (K-12)

Coordinator: Tulla Lightfoot

Upon successful completion of the program of study in Art Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education	45
Essential Standards	
ART 1010, 1020 or 1050, 1110, 1320, 1330, 1400, 1500, 2150*, 2500, 2080, 2090, 4031**, 4330	39
Advanced Studio Concentration	6
6 hours beyond specialty area in one studio discipline	
Professional Studies Core	12
EDN 2100, 3130, 3150, SED 3310	
Content Pedagogy	21
ART 3050, 3080, 3090, 4000, 4490	
Guided Art **Electives**	3
	Total: 126

*Does not count as advanced art studio. **Taken in junior year.

NOTE: Students who desire teacher licensure in Art Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

ACADEMIC CONCENTRATION:

Requirements for an Academic Concentration in Art

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Art Department offers an Academic Concentration of 21 hours. This Academic Concentration is available to other students, regardless of major.

Required Twelve Semester Hour Core	12
ART 1010, 1020, 1320, 3050	
Required Three Credit Global Perspective in Art	3
Choose one course from the following: ART 2050, 2080, 2090, 3090	
Studio Electives	6
Choose two other courses from the following: ART 1050, 1110, 1330, 1400, 1500, 2120, 2150	
	Total: 21

MINORS:

Requirements for a Minor in Studio Art

The Minor in Studio Art is designed to offer a fundamental background in visual art production for the non-Art major. Eighteen semester hours are required.

Required Courses: ART 1010, 1050, 1320	9
Plus nine hours of studio electives* (taken after prerequisites if applicable)	9
	Total: 18

*ART 1450, 2050, and art history courses do not fulfill this requirement.

Requirements for a Minor in Art History

The Art History minor allows students to augment any major with courses that analyze the history, theory, and criticism of world visual culture. Eighteen semester hours are required.

Required Courses: ART 2080, 2090, and 3 hours of non-Western art (e.g., ART 2160 or 2170)	9
Plus nine hours of electives* (taken after prerequisites if applicable): ART 2160, 2170, 3700, 3710, 3720, 3730, 3740, 3750, 4310, 4320, 4330, ARTS 3xxx, 4xxx, PHI 4230	9
	Total: 18

*ART 2050, 5050, and 5110 do not fulfill this requirement

Requirements for a Minor in Media Integration Studies

Media Integration Studies (MIS) is an opportunity for interdisciplinary study in digital studios within three academic departments: Art, Mass Communication, and Music.

Required Courses: ART 1450, ART 3800, 4580, 4800	12
Electives: Choose 2 courses from PHI 1020, MCM 2100, SOC 2220, ENG 2900, ART 2500, BRD 2800, MUS 3580	6
	Total: 18

COURSES (ART)

ART 1010. Elements of Design

An introduction to two-dimensional design concepts, theory, and techniques through the study and application of the elements and principles of composition. Credit, 3 semester hours.

ART 1020. Three-Dimensional Design

A study and application of design principles in creative three-dimensional projects in mass and space using various materials. Credit, 3 semester hours.

ART 1050. Introduction to Sculpture

An introduction to basic additive and subtractive sculptural techniques and procedures, including problems in casting, carving, and assemblage. Studio projects will emphasize craftsmanship, critical thinking, and conceptual development as tools for visual expression. ART 1020 Three-Dimensional Design recommended before taking this course. Credit, 3 semester hours.

ART 1110. Ceramics: Introduction to Hand Building

An introduction to the basic ceramic building techniques, including coil, slab, and pinch techniques. Students will be presented with contemporary and historical practices in the medium of clay. Basic glaze application and firing processes will be introduced. Class projects will focus on craftsmanship and beginning building techniques as well as critical thinking. Credit, 3 semester hours.

ART 1120. Ceramics: Introduction to the Wheel

Introduction to wheel throwing will cover the basic techniques for working on the pottery wheel. Students will be presented with contemporary and historical practices associated with the potter's wheel. Basic glaze application, firing processes, and clay mixing will be introduced. Class projects will focus on craftsmanship and throwing techniques to gain proficiency on the wheel. Credit, 3 semester hours.

ART 1320. Introduction to Drawing

A course designed to acquaint the student with the basic principles of media and terminology of drawing. Credit, 3 semester hours.

ART 1330. Introduction to Painting
An introduction to the basics of water-base/oil paint to emphasize color, structure, and composition. Conceptual approaches and direct observation using still lifes and landscapes will result in individual and group critiques. Related work by earlier artists will be studied. Credit, 3 semester hours. PREREQ: ART 1010, ART 1320 or permission of instructor.

ART 1400. Introduction to Printmaking
An introduction to basic printmaking techniques and procedures, including problems in relief, lithography, and intaglio. The course will survey the historical and contemporary trends in printmaking. Studio projects will emphasize craftsmanship, critical thinking, and conceptual development as tools for visual expression. Credit, 3 semester hours. PREREQ: ART 1010 and 1320 or permission of instructor.

ART 1450. Digital Arts Appreciation
A course for non-art majors that offers an opportunity for introductory study and activity in various contemporary means of visual communication and design thinking practiced through digital means. Students will find both computers and working creatively with computers and related technologies co-equal foci of this course. Credit, 3 sem. hours.

ART 1500. Introduction to Digital Arts
This course is an introduction to digital arts and is required of all students majoring in Art . As such, this course has been constructed as an overview of, and a structured opportunity for, basic study in computer-based possibilities in the visual arts. Credit, 3 semester hours. PREREQ: ART 1010 (for majors) or 1450 (for non-majors) or permission of instructor.

ART 2050. Art Appreciation
A course for non-art majors to establish an understanding of art and culture. This course will provide an overview of historically significant artworks and art movements and also include studio projects to facilitate a broad comprehension of artistic production. Credit, 3 semester hrs.

ART 2080. Survey of Art I: Ancient through Medieval
An overview of painting, sculpture, architecture, and related visual arts of major world cultures from prehistoric times to around 1400 A.D., including European, American, Asian, African, and Islamic art. Major artistic developments and their cultural contexts will be emphasized. Credit, 3 semester hours.

ART 2090. Survey of Art II: Renaissance through Contemporary
An overview of painting, sculpture, architecture, and related visual arts of major world cultures from the Renaissance to the present, including European, American, Asian, African, and Islamic art. Major artistic developments and their cultural contexts will be emphasized. Credit, 3 semester hours.

ART 2120. Watercolor
An exploration of the basic working methods of traditional transparent watercolor and experimental multi-media techniques. Credit, 3 semester hours. PREREQ: ART 1010 or permission of instructor.

ART 2150. Figure Drawing
A course to introduce the student to the figure as an art form. Various techniques will be explored. Credit, 3 semester hours. PREREQ: ART 1320 or permission of instructor.

ART 2160. Non-Western Art
An overview of the art and architecture of cultures beyond western Europe and its diaspora, to include the indigenous arts of the Americas, Asia, Africa, and the South Pacific. Major developments in the visual arts and their cultural contexts will be examined. Credit, 3 semester hours.

ART 2170. North American Indian Art (AIS 2170)
A survey of indigenous painting, sculpture, and architecture in North American Indians from about 3000 BCE to the present. Major developments in the visual arts and their cultural contexts will be examined. Credit, 3 semester hours.

ART 2320. Intermediate Drawing
Intermediate study in drawing as complete art form. Further exploration of drawing techniques using drawing assignments and student developed conceptually focused projects which may include experimental approaches. Credit, 3 semester hours. PREREQ: ART 1320.

ART 2330. Intermediate Painting
This course builds on the conceptual and perceptual base of Introduction to Painting. Approaches of 20th-century artistic styles, techniques, and media will be studied. Figure and Abstract painting will result in group and individual critiques. Credit, 3 semester hours. PREREQ: ART 1330 or permission of instructor.

ART 2350. Intermediate Sculpture
Intermediate study in sculptural techniques and procedures involving sculptural media. Studio projects will also incorporate media from the introduction course to create mixed media sculptural forms. The course will include moderate problems in the use of research, craftsmanship, critical thinking, and conceptual development in the context of visual problem-solving. Credit, 3 semester hours. PREREQ: ART 1020, 1050.

ART 2400. Intermediate Printmaking
Intermediate study in printmaking, including general research in historical and contemporary methods and conceptual approaches. Studio projects will present traditional printmaking techniques while simultaneously introducing digital, photographic, kinetic, mixed media, or volumetric processes as appropriate. The course will include moderate problems in the use of research, craftsmanship, critical thinking, and conceptual development in the context of visual problem-solving. Credit, 3 semester hours. PREREQ: ART 1400.

ART 2410. Intermediate Ceramics
Intermediate study of ceramics will focus on hand building or wheel throwing. Students will build upon the skills developed in the beginning-level course. Students will be introduced to basic glaze formulation and mixing of glazes for class and personal use. Intermediate-level projects will focus on students' understanding of ceramic materials as well as introduction to conceptual aspects of ceramic art. Credit, 3 semester hours. PREREQ: ART 1110 or 1120 or permission of instructor.

ART 2500. Intermediate Digital Arts
This course focuses on the history, tools, and practices of layout, illustration, typography, and general graphic design accomplished for the purposes of advertising and visual communication. Credit, 3 semester hours. PREREQ: ART 1500 or permission of instructor.

ART 2560. Web Design
This course focuses on contemporary methods of webpage and online graphics design. Sudents will work toward an effective understanding and utilization of interfaced-based applications for the construction and development of online media. PREREQ: ART 1500 (for majors) or 1450 (for non-majors). Credit, 3 semester hours.

ART 3000. Advanced Digital Arts I
This course is an opportunity for further inquiry into the digital arts in general and more specifically current technologies involving the study and practice of still and sequenced imagery acquisition, manipulation, and output through the use of digital cameras and digital video cameras. PREREQ: ART 1500, 2500. Credit, 3 semester hours.

ART 3050. Art Education in Grades K-6
This course focuses on the creative abilities of the elementary school child. The course will explore the graphic abilities of the child, the philosophy of sequential learning, and various production techniques and processes appropriate for elementary school. In addition to creating and executing production lesson plans, students will learn to discuss exemplary works of art with the elementary student. Credit, 3 semester hours.

ART 3080. Art Education Methods and Field Experience for Grades 6-12
Purposes, methods, materials, and evaluation procedures in visual arts education in grades 6-12. The student will develop curricula, unit plans, and lesson plans that respond to the unique features of the learning environment. This course also provides the art education major with early field experiences teaching art in a variety of educational settings. Directed observations in the public schools will aid in preparation of teaching plans, techniques and materials. Credit, 3 semester hours. PREREQ: ART 3050, 3090, Admission to Teacher Education Program.

ART 3090. Cultural Awareness and Production in Art Education
Through experiences in this course, students will gain insight into different cultures and their visual arts and crafts, history, methods, processes, techniques, and other considerations germane to teaching art in contemporary classrooms. The course will explore various processes and techniques appropriate for different styles of learning, and techniques of classroom maintenance and management. Credit, 3 semester hours.

ART 3150. Advanced Sculpture I
Moderate to advanced study in sculptural techniques and procedures involving sculptural media in a continuation of the development of skills in material from previous sculpture courses. Instruction in traditional and contemporary techniques will be accompanied by the introduction of projects involving stylistic and thematic development, exhibition of artwork, and participation in the sculpture community. The course will include moderate to advanced problems in the use of research, craftsmanship, critical thinking, and conceptual development in the context of visual problem-solving. Credit, 3 semester hours. PREREQ: ART 2350.

ART 3200. Advanced Drawing I
Advanced study in drawing as a complete art form. Special attention will be given to the further development of conceptual approaches and contemporary trends in drawing. The student will develop and explore personal self-generated project ideas in whatever drawing format that is considered appropriate for the project. Credit, 3 semester hrs. PREREQ: ART 2320.

ART 3310. Advanced Painting I
This course develops advanced painting skills and encourages individual stylistic and conceptual development, while also studying the work of contemporary artists. Studio projects will emphasize sustained media exploration resulting in a series of works. Students participate in group and individual critiques. Credit, 3 semester hours. PREREQ: ART 2330 or permission of instructor.

ART 3410. Advanced Ceramics I
Moderate to advanced study of ceramics will introduce students to projects that require conceptual planning and research. Students may choose to focus on either hand building or wheel throwing. Practices from the ceramic industry will be explored and utilized as tools for art making. Students begin to address their personal stylistic approach to ceramic art. Advanced students will begin to control a larger part of the processes and material associated with their projects. Technical proficiency will be emphasized. Credit, 3 semester hours. PREREQ: ART 2410 or permission of instructor.

ART 3500. Advanced Printmaking I
Moderate to advanced study in printmaking, including specific study of historical and contemporary methods and conceptual approaches. Instruction in traditional and contemporary techniques will be accompanied by the introduction of projects involving stylistic and thematic development, exhibition

of artwork, and participation in the printmaking community. The course will include moderate to advanced problems in the use of research, craftsmanship, critical thinking, and conceptual development in the context of visual problem-solving. Credit, 3 semester hours. PREREQ: ART 2400.

ART 3600. Problems Seminar I*
Credit is obtained by successful fulfillment of a contractual agreement between the student, supervision faculty and Department Chair. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 3610. Problems Seminar II*
A course designed to afford the talented student the opportunity to explore in depth an area of study not traditionally emphasized in the art curriculum. Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chair. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 3700. Ancient Greek Art
An overview of art and archaeology related to the ancient history and culture of the Greeks. Emphasis placed on Greek painting, sculpture, ceramics, and architecture from 3000 to 150 BCE. Major artistic developments and their cultural contexts will be examined. Credit, 3 semester hours.

ART 3710. Ancient Roman Art
An overview of art and archaeology related to the ancient history and culture of the Romans. Emphasis placed on Roman painting, sculpture, and architecture from 500 BCE to 330 CE. Major artistic developments and their cultural contexts will be examined. Credit, 3 semester hours.

ART 3720. Medieval Art
A survey of European sacred and secular arts produced during the Middle Ages, from about 300 to 1450 CE, including Early Christian, Byzantine, Carolingian, Ottonian, Romanesque, and Gothic Art. Emphasis on church and monastic architecture, sculpture and illuminated manuscripts. Major developments in the visual arts and their cultural contexts will be examined. Credit, 3 semester hours.

ART 3730. Italian Renaissance Art
Italian art of the fifteenth and sixteenth centuries with an emphasis on individual artists, workshop methods, style, meaning, patronage, and the function of art in a range of social contexts. Major artistic developments in the visual arts and their cultural contexts will be examined. Credit, 3 semester hours.

ART 3740. Northern Renaissance Art
Art of the fifteenth and sixteenth centuries in Europe north of Italy with an emphasis on individual artists, workshop methods, style, meaning, patronage, and the function of art in a range of social contexts. Major artistic developments in the visual arts and their cultural contexts will be examined. Credit, 3 semester hours.

ART 3750. Art of the United States
A survey of U.S. painting, architecture, and sculpture from Colonial times to the present. Major developments and their cultural contexts will be examined. Credit, 3 semester hours.

ART 3800. Introduction to Media Integration (BRD 3800, MUS 3800)
Media Integration is a cooperative, cross-listed course taught by the faculty from Art, Music, and Mass Communication departments. The purpose of this course is to offer an interdisciplinary, team-taught curriculum that integrates digital video, audio, animation, and graphics in a student centered studio environment. Credit, 3 semester hours.

ART 4000. Art Education Curriculum

Through a study of the historical developments in the field of art education, the art education major will come to understand the current discipline based approach to curriculum development in the visual arts. A goal is the integration of the domains of art production, art history, aesthetics, and art criticism into sequential units and lessons, reflecting cultural diversity of the population being served. Credit, 3 semester hours. PREREQ: ART 3050, 3060, 3080.

ART 4031. Professional Art Practices

Preparation and presentation of professional material, with special attention to portfolios, résumés, and artist statements. Students will cover a broad range of concerns essential to the art major, including senior exhibition, contemporary theory, continued study in graduate school, and careers in the professional art world. Credit, 3 semester hours. PREREQ: Completion of all core courses, to be taken the semester before the senior exhibition.

ART 4070, 4080. Art Supervision

Restricted to the advanced major who is supervising only in his area of concentration or secondary interest and has junior or senior standing. Designed for advanced art majors to obtain experience in directing beginning students in studio techniques. Credit, 3 semester hours

ART 4140. Advanced Sculpture II

Advanced study in sculpture, including individually-directed study of sculptural methods. Technical and conceptual instruction will be targeted to individual stylistic and thematic development, exhibition, and professional interaction. The course will include advanced problems in the use of research, craftsmanship, critical thinking, and conceptual development in the context of visual problem-solving. Credit, 3 semester hours. PREREQ: ART 3150.

ART 4150. Advanced Sculpture III

Advanced study in sculpture, including specialized study of an individually-defined set of related topics. Technical and conceptual instruction will be targeted to the direction of this research and development of a defined style and sound research methods. Preparation of a digital portfolio and exhibition will be an integral part of the course. Credit, 3 semester hours. PREREQ: ART 4140.

ART 4310. 19th-Century European Art

A survey of painting, sculpture, and architecture from the time of the French Revolution to World War I with an emphasis on the effects of war and the Industrial Revolution on life, art, and aesthetics. Credit, 3 semester hours.

ART 4320. 20th-Century Art

A survey of painting, sculpture, and architecture in the 20th century, with special emphasis on major movements and associated aesthetic and intellectual theory, from Fauvism, Expressionism, Cubism, Futurism, Dada, and Surrealism to Abstract Expressionism, Minimalism, Assemblage, Pop and Feminist Art, Happenings, Conceptualism, Body and Environmental Art, Performance, Installation, Video, and Digital Art, and more. Major artistic developments and their cultural contexts will be examined. Credit, 3 semester hours.

ART 4330. Contemporary Art

An in-depth study of art in the 21st century and related theory. The full range of new media and cutting edge technology utilized by artists will be examined, as well as individual artists who have been instrumental in their development. Major artistic developments and their cultural contexts will be examined. Credit, 3 semester hours.

ART 4340. Advanced Painting II

This course gives continued development of creative painting methods applied to the individual's unique painting experience. Exploration of artists and influences that support the students' individual work. The student will be expected to produce and conceptually support a body of paintings. Stu-

dents participate in group and individual critiques. Credit, 3 semester hours. PREREQ: ART 3310 or permission of instructor.

ART 4350. Advanced Painting III
This course is designed to promote an inter-disciplinary painting experience or an in-depth study of a particular painting approach. Develop a unique style, skills, and techniques through the exploration of new materials or concepts that enhance creative expression. Further research into contemporary painting and its relationship to other art disciplines will be included. Credit, 3 semester hours. PREREQ: ART 4340 or permission of instructor.

ART 4400. Advanced Ceramics II
In addition to class projects in advanced ceramics, students will begin individual directed study of contemporary ceramics. Building upon skills, students will focus their research towards hand building or wheel throwing. Technical and conceptual instruction will be directed to students' individual stylistic and thematic development, as well as exhibition and professional direction. Portfolio preparation and development will be an integral aspect of this course. Credit, 3 semester hours. PREREQ: ART 3410 or permission of instructor.

ART 4410. Advanced Ceramics III
Students will continue to develop a personal style of work in clay, and will direct their research towards hand building or wheel throwing. Technical and conceptual instruction will encourage individual stylistic and thematic development as well as exhibition experience. Portfolio preparation and development will be an integral aspect of this course. Students will be required to complete a portfolio and artist's statement. Students will be required to develop work that addresses their own personal ideas of clay as a medium of contemporary art. Credit, 3 semester hours. PREREQ: ART 4400 or permission of instructor.

ART 4490. Internship in Art Education
Provides continuous full-time internship experiences in an off-campus public school in art education. Pass/Fail grading. Credits, 9 semester hours. PREREQ: Admission to the Professional Semester.

ART 4580. Intermediate Media Integration (BRD 4580, MUS 4580)
This course is an opportunity for further interdisciplinary study in new media. Projects and assignments emphasize the production of digital content for multimedia projects. Products will be from the areas of still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Students will have intensive hands-on experience in each area, resulting in an understanding of the techniques and concepts involved in the design and implementation of multimedia projects. Both individual and group assignments can be expected. Credit, 3 semester hours. PREREQ: ART/BRD/MUS 3800 or permission of instructor.

ART 4600. Problems Seminar III*
Approval of Department Chair. Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chair. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 4610. Problems Seminar IV*
A course designed to afford the talented student the opportunity to explore in-depth an area of study not traditionally emphasized in the art curriculum. Credit is obtained by a successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chair. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 4620. Advanced Digital Arts II
This course emphasizes more advanced study in digital arts in general and more specifically in the current technologies of color management, scanning, and medium- and large-format printing. Credit, 3 semester hours. PREREQ: ART 3000.

ART 4630. Advanced Digital Arts III
This course is an opportunity for individually focused inquiry into digital arts and related domains of study in the digital arts. Emphasis is placed on the development of a personal aesthetic, the planning and completion of a body of original works, and the development and completion of a digital portfolio and related materials. Moreover, students are prepared to enter juried competitions at the regional and national levels. PREREQ: ART 4620. Credit, 3 semester hours.

ART 4690. Advanced Drawing II
A course designed to provide advanced study in drawing processes devoted to developing skills, techniques, conceptual approach, and exploration of new materials. Further research into contemporary drawing and its relationship to other art disciplines will be included. Credit, 3 semester hours. PREREQ: ART 1320, 2320, 3200.

ART 4700. Advanced Drawing III
Advanced study in mixed media drawing processes and further study in traditional drawing methods. This course is devoted to developing skills, techniques, and conceptual approach. Further research into contemporary drawing will be included. Credit, 3 semester hours. PREREQ: ART 1320, 2320, 3200, 4690

ART 4750. Drawing into New Forms
A course designed to promote an inter-disciplinary drawing experience by developing skills and techniques in the exploration of new materials and to enhance the student's creative expression in drawing. Further research into contemporary drawing and its relationship to other art disciplines will be included. Credit, 3 semester hours. PREREQ: ART 1320, 2320

ART 4800. Advanced Media Integration (BRD 4800, MUS 4800)
This course is an opportunity for advanced interdisciplinary study in new media. Assignments emphasize the design and integration of digital content for multimedia projects. Students will propose and prototype a project and participate in the team development of a final project. Students will also be assigned roles in the creative decision-making and work involved in proposals under development and/or consideration in the UNCP Media Integration Project. Students' products will be expected to relate to the three essential aspects of the University mission—teaching, research, and service—and have the potential to serve as professional examples for student portfolios. Credit, 3 semester hours. PREREQ: ART/BRD/MUS 4580 or permission of instructor.

ART 4810. Advanced Printmaking II
Advanced study in printmaking, including individually-directed study of historical or contemporary topics. Technical and conceptual instruction will be targeted to individual stylistic and thematic development, exhibition, and professional interaction. The course will include advanced problems in the use of research, craftsmanship, critical thinking, and conceptual development in the context of visual problem-solving. Instruction in digital and physical portfolio preparation will be an integral part of the course. Credit, 3 semester hours. PREREQ: ART 3500.

ART 4820. Advanced Printmaking III
Advanced study in printmaking, including specialized study of an individually-defined set of related topics. Technical and conceptual instruction will be targeted to the direction of this research and development of a defined style and sound research methods. Preparation of a digital and physical portfolio will be an integral part of the course. Credit, 3 semester hours PREREQ: ART 4810.

ART 4990. Independent Study in Art
Directed reading, research, and/or problem solving under the guidance of the instructor. This course is designed to fulfill individual needs of majors in areas of advanced study. Credit, 1-3 semester hours, repeatable up to 9 semester hours. PREREQ: Introductory course in chosen area and approval of Department Chair.

ARTS 1xxx. Special Topics in Art History
Study of a specific genre or topic in Art History: its characteristics and significance as both a cultural product and a form of artistic expression. Title and topic will vary from year to year. Credit, 3 semester hours.

ARTS 2xxx. Special Topics
Study of a special topic in studio art, art history, or art education. This course is meant to enhance our typical curriculum of study. Title and theme will vary each time it is offered. May be repeated for credit with change of topic. Credit, 3 semester hours.

ARTS 3xxx. Special Topics
Advanced study of a specific topic in studio art, art history, or art education. This course is meant to enhance our typical curriculum of study. Title and theme will vary each time it is offered. May be repeated for credit with change of topic. Credit, 3 semester hours.

ARTS 4xxx. Special Topics
Advanced study of a specific topic in studio art, art history, or art education. This course is meant to enhance our typical curriculum of study. Title and theme will vary each time it is offered. May be repeated for credit with change of topic. Credit, 3 semester hours.

*Problems seminars allow further study after successful completion of at least three advanced courses of concentrated study.

GRADUATE COURSES

For information about courses leading to a Master's degree in Art Education, see the Graduate Studies section of this catalog.

BIOLOGY

Chair: David D. Zeigler

Andrew N. Ash
W. Bruce Ezell, Jr.
Jonathan Hopper
Harold D. Maxwell
David W. Morse
Robert E. Poage
Marilu Santos
Velinda Woriax

Mary Ash[3]
Rita Hagevik[5]
Leon S. Jernigan, Jr.[2]
Dennis McCracken
Brandi Norman
John Roe
Jeremy Sellers
Erika Young

Ben A. Bahr[6]
Debby Hanmer[1]
Lisa Kelly
John McDonald
Maria Pereira[4]
Maria S. (Marisol) Santisteban
Patricia Sellers
Mary (Meg) Zets

[1]Director of Undergraduate Studies
[2]Environmental Science Coordinator
[3]Science Education Undergraduate Coordinator
[4]Biotechnology Program Director
[5]Science Education Graduate Director
[6]William C. Friday Distinguished Professor of Molecular Biology and Biochemistry

The objectives of the Biology Department are to afford students an opportunity to gain an understanding of themselves and their environment and thus prepare themselves for taking a fuller, more satisfying role in society; to train students in their ability to reason inductively and deductively; to encourage original thought; to prepare teachers in the biological sciences for the elementary and secondary school; and to provide a background in subject matter and laboratory skills for curricula in which the fundamentals of the various sciences are used.

The department offers programs leading to the Bachelor of Science degree in Biology with indicated track, the Bachelor of Science degree in Environmental Science, the Bachelor of Science degree in Science Education. and the Bachelor of Science degree in Biotechnology (in conjunction with the Department of Chemistry and Physics). Students should consult the department head for details of each program.

Course offerings in the interdisciplinary Bachelor of Science Degree program in Science Education are offered through the Biology Department.

Biology (with tracks in **Botany, Zoology, Molecular Biology,** or **Environmental Biology** possible)
Biology — Biomedical Emphasis
Biology — Pre-Physical Therapy/Pre-Occupational Therapy
Biotechnology
Environmental Science
Science Education (with concentrations in Biology 9-12, Chemistry 9-12, Earth Science 9-12 Physics 9-12, or Middle Grades Science 6-9)

BACHELOR OF SCIENCE IN BIOLOGY

Requirements for a Bachelor of Science Degree in Biology	**Sem. Hrs.**
Core of Required Courses (below), including General Education	86-87
Electives	33-34
	Total: 120

CORE OF REQUIRED COURSES (for all degree programs in Biology)	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Required Biology Courses: BIOL 1000, BIO 1000, 1010, 1020, 3040, 3180, 3710	24

CORE OF REQUIRED COURSES (cont.)	Sem. Hrs.
Biology Track (see below): choose one Botany Track; Zoology Track; Molecular Biology Track; Environmental Biology Track; or No Track (any 2000- or above-level courses with the BIO, ENV, or BTEC prefix)	11-12
Chemistry Requirements: 1300, 1310, 1100, 1110	8
Mathematics Requirements: 1070 or 1090, 2100, and 2150 or 2210	10
	Core Total*: 86-87

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements. Additional requirements apply to specific programs.

Biology Tracks (choose one to meet Concentration Requirement in the Core)

Botany Track (11-12 sem hr): Three of the following:
BIO 2310, 2320, 3050, 3400, 3540, BIO/ENV 2200

Environmental Biology Track (11-12 sem hr): Three or four of the following:
BIO 2310, 2500, 3010, 3050, 3400, 3420, 4100, 4320, ENV 2200, 2300, 2400, 3100

Molecular Biology Track (11-12 sem hr): Three of the following:
BIO 3150, 3540, 4610; BTEC 3220, 3230

Zoology Track (11-12 sem hr): Three of the following:
BIO 2040, 2050, 2500, 3010, 3100, 3190, 4610; BIO/ENV 2300

BIOLOGY: BIOMEDICAL EMPHASIS

Requirements for a Bachelor of Science Degree in Biology with Biomedical Emphasis	Sem. Hrs.
Freshman Seminar and General Education*	45(33)
BIOL 1000, BIO 1000, 1020, 2110, 2120, 3040, 3150, 3180, 3710, 4610	36
Choose one from BIO 3190, 3200, 3750, 3810	3-4
CHM 1300, 1100, 1310, 1110, 2500, 2510, 3110, 3120	20
PHY 1500, 1510, 1560, 1570	8
MAT 1070, 2100, 2150	10
Electives	9-10
	Total: 120

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements.

BIOLOGY: PRE-PHYSICAL THERAPY/PRE-OCCUPATIONAL THERAPY

Requirements for a Bachelor of Science Degree in Biology: Pre-Physical Therapy/Pre-Occupational Therapy	Sem. Hrs.
Freshman Seminar and General Education*	45(33)
BIOL 1000, BIO 1000, 1020, 2110, 2120, 3040, 3150, 3180, 3710, 4610	36
Choose any 2 additional BIO courses except those for non-majors	6-8
CHM 1300, 1100, 1310, 1110	8
PHY 1500, 1510, 1560, 1570	8
MAT 1070 or 1090, 2100, 2150 or 2210	10
PSY 1010** and two of the following: PSY 2050, 2250, 3600, or 4010	9(6)
PED 4110 and 4120	6
SOC 1020** or 1050**	3(0)
Electives	3
	Total: 120

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements. **If taken as part of the General Education Program, hours will not increase concentration total hours

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12 , 6-9)

Coordinator: Mary Ash

Upon successful completion of the program of study in Science Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education	45(33)*
Essential Standards—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	
Biology (9-12) Concentration:	65
BIOL 1000 & BIO 1000, 1010, 1020, 3040, 3180, 3710, 4220	
Select one (min. of 3 hours): BIO 3510, 4310, 4990, or BIOS 3xxx	
MAT 1070 or 1090, 2150	
CHM 1300 & 1100, 1310 & 1110, 2500	
GLY 1150 & GLYL 1150, GLY 1250 & GLYL 1250	
PHY 1500 & 1560, 1510 & 1570	
Chemistry (9-12) Concentration:	65
CHM 1300 & 1100, 1310 & 1110, 2260, 2270, 2500, 2510, 3110, 3120	
Select one (minimum of 3 hours): CHM 3990 or CHMS 4xxx	
MAT 2210, 2220	
BIOL 1000 & BIO 1000; BIO 1010 or 1020	
GLY 1150 & GLYL 1150, GLY 1250 & GLYL 1250	
PHY 1500 & 1560, 1510 & 1570	
Guided Electives – 2 hours	
Earth Science (9-12) Concentration:	65
GLY 1000 & GLYL 1000 or GLY 1150 & GLYL 1150; GLY 1250 & GLYL 1250, GLY 2260, 2460, 2620, 3100 and 3110, 3250	
select two: GLY 3660, 4250; GLYS 4xxx	
PHS 1560	
MAT 1090	
CHM 1300 & 1100, 1310 & 1110, 2500	
BIOL 1000 & BIO 1000; BIO 1010 or 1020	
PHY 1500 & 1560, 1510 & 1570	
Physics (9-12) Concentration:	65
PHY 2000, 2010, 2060, 2070, 2180, 2560, 3000, 3200, 3260, 4000, 4200	
Guided Electives – 1 hour	
MAT 2210, 2220, 3320	
BIOL 1000 & BIO 1000; BIO 1010 or 1020	
GLY 1150 & GLYL 1150	
CHM 1300 & 1100, 1310 & 1110	
PHS 1560, 1570	
Middle Grades Science (6-9) Concentration:	62
BIOL 1000 & BIO 1000, 1030, 3040	
GLY 1150 & GLYL 1150, GLY 1250 & GLYL 1250	
CHM 1300 & 1100	
PHY 1500 & 1560	
PHS 1560, 1570	
MAT 1070, 2100	
Completion of a second Academic or Professional Concentration	

Middle Grades Science (6-9) Concentration (cont.)	**62**
Select one Concentration from the following: American Indian Studies, American Studies, Art, Biology, English, Exercise and Sport Science, Geography, Geology, History, Mathematics, Music, Physics, Psychology, Reading, Sociology, Spanish, or Special Education	
Guided Electives – 1-7 hours**	
Professional Studies Core	**9**
EPC 2020, 2040, 3010, 3030	
Content Pedagogy	**21-24**
SCE 3000, 3010, 3500 (required for the 6-9 concentration) or 4000 (required for the 9-12 concentration), 4490, 4750	
CSC 4050	
EDN 3400 (required only for the 6-9 concentration)	
(9-12)	**Total: 128**

**The number of elective hours required in the Middle Grades Science Concentration will be determined based on the student's second academic concentration. 128 hours are required for the degree.

NOTE: Students who desire teacher licensure in Science Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BACHELOR OF SCIENCE IN BIOTECHNOLOGY

Requirements for a Bachelor of Science Degree in Biotechnology	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44(32)
Biology Core Course Requirements	26
BIOL 1000, BIO 1000, 3150, 3180, 3510, 3710; BTEC 3220, 4900	
Chemistry and Physics Core Course Requirements	27
CHM 1100, 1110, 1300, 1310, 2270, 2500, 3110, 3120; BTEC 3510; PHY 1500, 1560	
Elective Courses (Choose 3 of the following)	11-12
BIO 3200, 3540, or 3810; BTEC 3230, 3610, BTES 4xxx; CHM 3210, 3240; PHY 1510 and 1570	
Mathematics Course Requirements	8
MAT 2210, 2220	
Free Electives	14-15
	Total: 120

*Students who plan to major in Biotechnology should consult the program director or coordinator before registering for General Education courses. Twelve hours of General Education courses are listed separately above as specific core requirements.

BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE

Requirements for a Bachelor of Science Degree in Environmental Science	**Sem. Hrs.**
Freshman Seminar	1
General Education*	44(32)
Required Courses:	
BIO 1000*, 3040, 3420, 4310	14
ENV 2200, 2300, 3100, 3200, 4900	19
CHM 1100, 1110, 1300*, 1310, 2500	12
GLY 1150*; GGY 2500; and GLY 2260, 2460, or 2620	9
MAT 1070* or 1090*, 2100	3
Biology/Environmental Science Electives: choose 3 of the following: ENV 2400, 4100; BIO 2500, 3010, 3400, 4100, 4220, 4320	9-12
Sustainable Agriculture Track—required: ENV 2450, 3250, 4200	11
Electives (ENTR 2000, 2100, and 4000 are recommended, but not required, electives for the Sustainable Agriculture Track.)	11-14
	Total: 120

*Courses marked with an asterisk are General Education courses, and their hours are counted as General Education hours.

ACADEMIC CONCENTRATION IN BIOLOGY

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Biology Department offers an Academic Concentration of 26 hours. This Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Biology:	**Sem. Hrs.**
BIOL 1000, BIO 1000, 1010, 1020, 1030, and one additional **approved** upper-level biology course with a laboratory	
ENV 2100	
CHM 1300, 1100	
	Total: 26

MINOR IN BIOLOGY

Requirements for a Minor in Biology:	**Sem. Hrs.**
BIOL 1000, BIO 1000, 1010, 1020, and any BIO or ENV courses above the 1000 level to bring the total to 18-20 total hours	
	Total: 18-20

COURSES

BIOLOGY (BIO, BIOL)

BIO 1000. Principles of Biology

An introduction to modern and classical biology concepts. Lecture. Credit, 3 semester hours.

BIOL 1000. Laboratory Investigations and Experiences in General Biology

Introductory laboratory experiments in which basic principles of biology will be investigated. Laboratory. Credit, 1 semester hour. PREREQ: Enrollment in or credit for Biology 1000.

BIO 1010. General Botany

Introductory plant science with emphasis on morphology and physiology of the seed plants and a survey of representative types from the plant kingdom. A prerequisite to all other courses in botany. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000.

BIO 1020. General Zoology

Introductory coverage of the animal kingdom with emphasis on vertebrate systems, classification & survey of the animal phyla, and coverage of cellular respiration. Laboratory time will be spent on histology, anatomy, and a survey of phyla. A prerequisite to all other zoology courses. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000.

BIO 1030. Basic Human Biology

An elementary study of the human body in health and disease. This course relates fundamental knowledge about human anatomy and physiology to current issues. Questions such as how do birth control pills work? and what causes cancer? will be explored. Does not fulfill a BIO elective. Lecture. Credit, 3 semester hours.

BIO 1060. Exploring Life's Diversity

A survey of the Kingdoms of living organisms to include an introduction to the theory of evolution and evidence for evolution, and an introduction to the fundamental principles of ecology. This course will not satisfy the prerequisite requirement for other biology courses. Lecture. Credit, 3 semester hours.

BIO 2040. Vertebrate Zoology

The biology of several classes of vertebrate animals, both living and extinct, with emphasis on their diversity, evolution, morphology, physiology, and behavior. Lecture. Credit, 3 semester hours. PREREQ: BIO 1000, 1020.

BIO 2050. Animal Behavior

A survey of the functional and complexity categories of behavior with emphasis in the animal king-

dom. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, consciousness and others. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1020.

BIO 2110. Human Anatomy and Physiology I

A course covering the structure and function of certain organ systems of the human body. This is the first of a two-semester sequence in human anatomy and physiology. Topics to be covered include: an introduction to anatomy and physiology, the language of anatomy, homeostasis, histology and the integumentary, skeletal, muscular and nervous systems. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000.

BIO 2120. Human Anatomy and Physiology II

A course covering the structure and function of certain organ systems of the human body. The second in a two-semester sequence of courses in human anatomy and physiology. Systems covered include the circulatory, immune, lymphatic, respiratory, digestive, excretory, and reproductive systems. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000. BIO 2110 is recommended but not required.

BIO 2200. Field Botany (ENV 2200)

An introduction to the theory and practice of field botany, with emphasis placed on higher plants. Topics covered will include basic taxonomy, collection of field data, monitoring of the physical environment, census/sampling techniques, physiological and population ecology, and a general treatment of the plant communities of North Carolina. Lecture and Laboratory. Credit, 4 semester hours.

BIO 2300. Field Zoology (ENV 2300)

An introduction to the theory and practice of field zoology, with emphasis on vertebrates. Topics covered will include basic identification and taxonomy, collection of field data, monitoring of the physical environment, census/sampling techniques, physiological and population ecology, and mathematical modeling. Lecture and Laboratory. Credit, 4 semester hours.

BIO 2310. Morphology of the Non-Vascular Plants

A comprehensive survey of the algae, fungi, and bryophytes dealing with structure, form, and reproduction. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1010.

BIO 2320. Morphology of the Vascular Plants

A continuation of Biology 231, a survey of the plant kingdom with emphasis on selected types of vascular plants. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1010.

BIO 2400. Field Microbiology (ENV 2400)

This course is an introduction to the microbial diversity of ecosystems. It includes field collection, identification, and digital imaging of live samples. Emphasis will be placed on organisms that are important in ecosystem function and include those that serve as indicators of water quality or environmental health. Protists will be emphasized. Lecture and Field Laboratory. Credit, 4 semester hours.

BIO 2500. Ornithology

This course is designed to familiarize students with the major groupings of birds, basics of flight, adaptations, behavior, and birding "hor spots" in North Carolina. Emphasis will be placed on field identification techniques and habitat associations. Lecture and Laboratory. Credit, 4 semester hours.

BIO 3010. Entomology

An introduction to the study of insects which emphasizes the classification, morphology, physiology, ecology, behavior, and importance of insects. Approximately one week will be devoted to spiders. A small collection with identification is required. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1020.

BIO 3040. Principles of Ecology

An analysis of the interactions of organisms with each other and the physical environment. Ecological

process is examined at individual, community, and ecosystem levels. The basic kinds of ecosystems are surveyed. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000.

BIO 3050. Introductory Mycology
An introduction to the fungi, with emphasis upon taxonomy and physiology, including some reference to their economic importance. Special emphasis will be given to those that are animal or plant pathogens. Lecture and Laboratory. Credit, 3 semester hours. PREREQ: BIO 1000, 1010.

BIO 3100. Invertebrate Zoology
A survey of the major invertebrate phyla emphasizing classification, morphology, natural history, evolution, and behavior. At least one Saturday coastal field trip is required. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1020.

BIO 3150. Microbiology
The biology of bacteria, fungi, algae, protozoa, and viruses, with special reference to bacteria. Microbial diseases, immunity and the role of microorganisms in human affairs are also emphasized. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000.

BIO 3180. Principles of Genetics
An introduction to the basic principles of heredity and molecular genetics. General aspects of human genetics are included. Lecture and Laboratory. Credit, 4 sem hrs. PREREQ: BIO 1000, MAT 1070.

BIO 3190. Animal Parasitology
An introduction to the biology of parasites emphasizing classification, morphology, life history, pathology, treatment, ecology and evolution. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1020.

BIO 3200. Developmental Biology
A course on the classical, genetic, and molecular analysis of embryonic development with lab. Its purpose is to offer a blend of classical and modem topics, which are organized in three parts: 1. the natural sequence of developmental stages from gametogenesis and fertilization to histogenesis; 2. the differential gene expression; and 3. a series of core topics including pattern formation, sex determination, hormonal control, and growth. Examples are picked as they serve best to illustrate the general points to be made. Mammals or other vertebrates will be preferred whenever possible because we have a natural interest in their development. Lecture and Laboratory. Credit, 4 semester hours.

BIO 3400. Plant Systematics
An introduction to systematic botany and plant community ecology. The course emphasizes identification of the local flora as well as the recognition and characteristics of plant communities found in North Carolina. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1010.

BIO 3420. Pollution Ecology
An introduction to the sources, nature, transformations, and distribution of pollutants within biological and ecological systems, with emphasis on how those systems are affected. Emphasis will be placed on those aspects of chemistry, physiology, and ecology most useful for practitioners in the field of environmental science. Content will draw on general and specific pollution sources and events. Lecture. Credit, 3 semester hours. PREREQ: CHM 1300 recommended.

BIO 3510. Research Strategies
Introduction to scientific investigation including experimental design, data analysis, laboratory notetaking, and communication of the scientific results. Provides design and implementation of a focused project utilizing current techniques and methods in biotechnology. Recent research reports will also be analyzed to obtain an understanding of the principles underlying these approaches. Lecture. Credit, 3 semester hours. PREREQ: BIO 1000, 3180.

BIO 3540. Plant Physiology
A study of the physiological activities in plants such as water relations, metabolism, plant growth hormones, as well as growth, development, and environmental adaptations. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1010.

BIO 3700. Science Communication and Research Methods
A review of the current literature in a variety of biomedical journals. The format for presentation of material and the research methods employed will be examined. Designed so that students can obtain an understanding of how research is done and how it is reported. Lecture. Credit, 1 semester hour. PREREQ: BIO 1000, Consent of Instructor.

BIO 3710. Cell Biology
A study of cellular ultrastructure, molecular organization, and physiology. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, CHM 1300, 1310. Recommended: CHM 2500, 2510.

BIO 3750. Neurobiology
This course covers the fundamentals of neurobiology, the cellular basis of nervous system function, the characteristics and functions of neurons, and the various ways signals are relayed within the nervous system. We examine how neurons receive, integrate and transmit information and how groups of neurons produce both simple and complex behaviors. The cellular and molecular basis of sensory and motor systems, plasticity, development and learning will be analyzed, with emphasis on the relationship of cellular and physiological processes to human behavior. The laboratory/discussion section will include dissection of preserved brains, basic laboratory techniques in neuroscience, and analysis and discussion of relevant portions of the recent scientific literature. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1020.

BIO 3810. Immunology
The biology and molecular events underlying the immune response and its relationship to the activities and strategies of foreign invaders (both infectious and non-infectious). Applied immunology including biotechnology and diagnostic tools is also presented. Lecture. Credit, 3 semester hours. PREREQ: BIO 1000, 3180, CHM 1310.

BIO 4100. Marine Biology
A survey of the common organisms associated with tropical marine habitats. Emphasis will be on fish, invertebrates, algae, and birds. Coverage will include discussions of the coral reef, mangrove, and other marine communities, ocean currents, and physical and geological factors. The course includes two weeks of on-campus study followed by one week of field work at the Bermuda Institute of Oceanic Sciences (BIOS). There are additional costs involved in the Bermuda trip. Lecture and Laboratory. Credit, 3 semester hours. PREREQ: BIO 1000.

BIO 4140. Biogeography
The principles of biogeography will be discussed in light of current understanding of geology, geography and evolutionary biology. Biogeographic processes are examined at individual, community and ecosystem levels. The effects of a changing earth on species distribution and extinction will be assessed. Causes of modern and historical distributions of taxa will be examined. Lecture. Credit, 3 semester hours. PREREQ: BIO 1000.

BIO 4220. Evolution
An introduction to and analysis of the concepts of organic evolution, mutation, adaptation, selection, competition, and origin of species are considered. Lecture. Credit, 3 sem. hrs. PREREQ: BIO 1000.

BIO 4310. Biometrics
This course covers the nature of the scientific method, hypothesis formulation, experimental protocols, and hypothesis testing. An emphasis is placed on the concepts of experimental design in biological systems, and on current methods of standard data analysis. During the semester, students will design a research project, collect data, analyze this data in an appropriate way, and write a research paper that conforms to standards of current biological journals. The course is recommended for students planning a research career in biology. Student understanding of basic statistics and familiarity with microcomputer data bases and word processing programs are assumed. Lecture. Credit, 4 semester hours. PREREQ: BIO 1000.

BIO 4320. Conservation Biology

The science of conserving the Earth's biodiversity. This course will examine mankind's impact on species, populations, and habitats. The role of government and the private sector in conservation will be discussed. Emphasis will be placed on defining the problems and identifying scientific solutions, based on ecological principles and case studies. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1010, 1020.

BIO 4610. Animal Physiology

Physiological principles study as they occur throughout the animal kingdom with special emphasis on mammals. A detailed study of the mechanisms involved in the maintenance of the homeostatic condition. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 1020 required; CHM 2500, 2510, and BIO 3710 recommended.

BIO 4700. Reading and Writing in the Natural Sciences

This course will utilize science books, essays, and journal articles intended for various audiences to provide practice in reading and thinking critically about the connections among various disciplines of science. The skill of writing will be addressed as a process with a chance for multiple drafts and peer review. This course is intended for senior majors in the Natural Sciences. Credit, 3 semester hours.

BIO 4950. Biology Seminar

A seminar series in which current biology research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. Lecture. Credit, 1 semester hour per semester with a limit of 4 hours. PREREQ: BIO 1000, Consent of Instructor.

BIO 4990. Research in Biology

Designed to provide the student with experience in the analysis and solution of problems in an areas of biological interest. Students should approach appropriate departmental faculty and discuss the possibility of collaboration on BIO 4990 hours prior to registration. Faculty approval is required for registration. Credit, 1 to 3 semester hours per semester with a limit of 12 hours within a degree plan. PREREQ: Consent of mentoring faculty member.

BIOS 3xxx. Special Topics in Biology

A course designed to meet the unusual needs of individuals in special programs such as the Science Institute for school teachers and those working toward licensure. The specific contents and credit for the course will be determined by the needs of the students and is subject to departmental approval. Lecture. Credit, 1-4 semester hours. PREREQ: BIO 1000.

BIOTECHNOLOGY (BTEC)

BTEC 3220. Biotechnology I

A laboratory-oriented course with lecture and laboratory components. Its purpose is to familiarize students with DNA science techniques in biotechnology and with scientific write-up of laboratory reports and to encourage their interest in graduate research and careers in this area. The course is open to Biology and Chemistry majors and is especially recommended to students that want to gain laboratory experience and dexterity before taking other higher level required courses. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BIO 1000, 3180.

BTEC 3230. Biotechnology II

A laboratory-oriented course to familiarize students with more advanced techniques in biotechnology, molecular genetics, and cell biology. The lecture portion of the course will cover concepts on which the techniques are based along with current and future applications. Students will gain experience with tissue and cell cultures, will learn techniques not covered in other required biology courses, and will become familiar with scientific write-up of laboratory reports. Lecture and Laboratory. Credit, 4 semester hours. PREREQ: BTEC 3220.

BTEC 3510. Bioprocessing

See listing in Department of Chemistry and Physics. Credit, 3 semester hours. PREREQ: BIO 3150 or BIO 3710 and CHM 3110.

BTEC 3610. Bioseparations Technology

See listing in Department of Chemistry and Physics. Credit, 3 sem. hrs. PREREQ: CHM 2510

BTEC 4300. Principles of Medical Biotechnology

A broad overview of methods, strategies, and applications used in medical biotechnology with emphasis on therapeutic concepts including discovery of target molecules, disease models, and testing of pharmaceutical agents. Will also cover analytical methods as applied to experimental design, drug safety, and the analysis of data. FDA drug regulation, product development, and patient procedures will also be covered. Lecture. Credit, 3 semester hours. PREREQ: BIO 1000 and CHM 1310.

BTEC 4900. Internship/Co-op

A course designed to give students first-hand experience working with a biotechnology host organization. Internships are arranged on an individual basis and must involve supervision by both the host organization's staff and the Biotechnology Program Director or Coordinator. Three hours of academic credit will be awarded for a minimum of 320 contact hours (8 weeks at 40 hours per week) of work with the host organization. Pass/Fail grading. Credit, 3 semester hours. PREREQ: Consent of the Biotechnology Program Director or Coordinator.

BTES 4xxx. Special Topics in Biotechnology

A course designed to offer special and advanced topics in Biotechnology. Title and topic will vary from year to year. Credit, 3 semester hours. PREREQ: Consent of the instructor.

ENVIRONMENTAL SCIENCE (ENV)

ENV 1100. Environmental Science

A study of environmental science emphasizing the impact that an increasing human population has on the biosphere. The course deals specifically with the demands placed by humans on natural resources and the resulting acceleration of environmental deterioration, human attitudes toward the environment, and techniques and policies by which resources could be intelligently managed. Does not fulfill a BIO elective. Lecture. Credit, 3 semester hours.

ENV 2200. Field Botany (BIO 2200)

An introduction to the theory and practice of field botany, with emphasis placed on higher plants. Topics covered will include basic taxonomy, collection of field data, monitoring of the physical environment, census/sampling techniques, physiological and population ecology, and a general treatment of the plant communities of North Carolina. Lecture and Laboratory. Credit, 4 semester hours.

ENV 2300. Field Zoology (BIO 2300)

An introduction to the theory and practice of field zoology, with emphasis on vertebrates. Topics covered will include basic identification and taxonomy, collection of field data, monitoring of the physical environment, census/sampling techniques, physiological and population ecology, and mathematical modeling. Lecture and Laboratory. Credit, 4 semester hours.

ENV 2400. Field Microbiology (BIO 2400)

This course is an introduction to the microbial diversity of ecosystems. It includes field collection, identification, and digital imaging of live samples. Emphasis will be placed on organisms that are important in ecosystem function and include those that serve as indicators of water quality or environmental health. Protists will be emphasized. Lecture and Field Laboratory. Credit, 4 semester hours.

ENV 2450. Principles of Sustainable Agriculture

This course will explore the characteristics of a sustainable food system. It will discuss the challenges of balancing food production with preservation of ecological resources and promoting integrated livable communities. Case studies will be used to analyze integrated farming systems that illustrate multiple concepts of sustainable agriculture. The associated lab will include visits to local farms, food

distribution centers, and films. Does not fulfill a BIO elective. Lecture and Laboratory. Credit, 4 semester hours.

ENV 3100. Freshwater Ecosystems and Watershed Management

An introduction to the ecology of ponds, lakes, streams, and rivers. Topics covered include plant and animal communities, abiotic factors affecting these communities, water chemistry, sampling/monitoring techniques, and management strategies for aquatic ecosystems and adjacent watersheds. Lecture and Laboratory. Credit, 4 semester hours.

ENV 3200. Soils and Hydrology

An overview of soil physical properties, chemical properties, and hydrology. Topics covered include the formation, structure, and description of soils, soil water and the hydrologic cycle, and the modeling of soil systems. Lecture and Laboratory. Credit, 4 semester hours.

ENV 3250. Plant Cropping and Weed Management

This course will explore the differences between crops and cropping, cropping seasons, plant growth and development, and principles of sustainable weed management for croplands. It will define and discuss the different agronomic/field crops and the concepts of multiple cropping and intercropping as a sustainable method to maintain nutrient levels in the soil while increasing crop yield. Concurrently, it will emphasize sustainable cropping systems that prevent weed problems, rather than using quick-fix approaches. Alternatives to conventional tillage systems, including allelopathy, intercropping, crop rotations, and a weed-free cropping design. Does not fulfill a BIO elective. Lecture. Credit, 3 semester hours.

ENV 4100. Environmental Laws and Regulations

An overview of major federal and state environmental legislation. Topics covered will include agriculture, air and water pollution, hazardous waste, wetlands, endangered species, multiple use management, the governmental agencies responsible for administering/enforcing these laws, and private environmental organizations that affect policy decisions. Lecture. Credit, 3 semester hours.

ENV 4200. Pest Management

A practical course in the biology, recognition, and management of common insect, fungal, and other pests of crops and livestock. Emphasis will be on how to reduce disease pressure through knowledge of pest life cycles and preventative measures. Management strategies will focus on sustainable practices, integrated pest management, and biocontrol. Lecture. Credit, 4 semester hours.

ENV 4900. Internship

A course designed to give students an opportunity to obtain first-hand experience working with an environmental agency. Credit, 3 semester hours. PREREQ: Departmental approval.

SCIENCE EDUCATION (SCE)

SCE 3000. Early Experiences for Prospective Science Teachers

An introduction to the teaching of science for prospective secondary science teachers. A minimum of 16 clock hours of directed classroom observations and planned participation in actual classroom settings and 8 clock hours of seminar class instruction in the teaching area. Credit, 1 semester hour.

SCE 3010. Early Laboratory Experiences for Prospective Science Teachers

An introduction to the role of the laboratory in science teaching including research on laboratory use in K-12 schools, safety and liability issues, inquiry-based activities, and the planning and evaluation of laboratory lessons. A minimum of 16 clock hours of directed field experiences in actual classroom settings and 16 clock hours of seminar class instruction. Credit, 2 semester hours. PREREQ: SCE 3000 and at least 16 semester hours of science credits.

SCE 3500. The Teaching of Science in the Middle Grades (6-9)

Purposes, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials appropriate for teaching science in the middle grades. Credit, 3 semester hours. PREREQ: SCE 3000.

SCE 4000. Teaching Science in the Secondary School
Purpose, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials. Credit, 3 semester hours. PREREQ: SCE 3000, 3010.

SCE 4490. Internship in Science in Middle/Secondary Schools
Provides continuous full-time teaching experiences in an off-campus public school setting. Pass/Fail grading. Credit, 9 semester hours. PREREQ: SCE 4000.

SCE 4750. Professional Seminar in Middle/Secondary Science
A seminar designed to parallel the full semester student teaching experience (SCE 4490). Emphasis will be placed on the appropriate application of methods of teaching and assessment in a clinical setting. Topics will include the proper use of instructional materials, classroom management, participation in the reflective teaching process, professionalism, and required Teacher Education assessments. Credit, 3 semester hours. PREREQ: Admission to Professional Semester.

CHEMISTRY AND PHYSICS

Chair: Sivanadane Mandjiny

Jose J. D'Arruda[1]
Rebecca Bullard-Dillard[3]
Leonard D. Holmes[4]
Timothy M. Ritter
Meredith L. Storms[5]
Sailaja Vallabha
Ben A. Bahr[2]
Thomas A. Dooling
Mark McClure
Felicia Scott
Roland Stout
William D. Brandon
Paul A. Flowers
Brian Postek
Rachel B. Smith
Cornelia Tirla

[1]Pre-Engineering Coordinator and Pembroke Professor
[2]William C. Friday Distinguished Professor of Molecular Biology and Biochemistry
[3]Dean, Graduate Studies and Research
[4]Biotechnology Coordinator
[5]Associate Dean, College of Arts and Sciences

The Chemistry and Physics Department offers a Bachelor of Science degree in Chemistry, a Bachelor of Science degree in Applied Physics, and a Bachelor of Science degree in Biotechnology (in conjunction with the Department of Biology).. The Chemistry program is approved by the American Chemical Society and offers specializations within the B.S. degree program in the following areas: (1) Professional, (2) Environmental, (3) Molecular Biotechnology, (4) Pre-Health Professions, (5) Pre-Pharmacy, and (6) Forensic Chemistry. Students completing these programs have been successful at entering professional schools, gaining employment in government and industry, and pursuing graduate studies in chemistry.

The Chemistry and Physics Department also offers a pre-engineering program. This two-year program prepares students for entry into an engineering program at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte.

The Department cooperates with the Biology Department in offering required chemistry and physics courses for the B.S. in Science Education.

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Chemistry and Physics Department offers an Academic Concentration in Physics.

BACHELOR OF SCIENCE IN APPLIED PHYSICS

Requirements for a Bachelor of Science Degree in Applied Physics	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
PHY 2000, 2010, 2060, 2070, 2180, 2560, 3000, 3200, 3260, 3560, 4200, 4990	32
CHM 1100, 1110, 1300, 1310	8
CSC 2050	3
MAT 2210, 2220, 3150, 3310, 3320	18
Electives (total elective hours dependent on distribution of General Education courses)	18-32
	Total: 124

BACHELOR OF SCIENCE IN CHEMISTRY

Requirements for a Bachelor of Science Degree in Chemistry	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Core Major Requirements*	
BIO 1000	3
CHM 1100, 1110, 1300, 1310, 2260, 2270, 2500, 2510, 3980, 4100	30
PHY 1500, 1510, 1560, 1570 or PHY 2000, 2010, 2060, 2070	8
MAT 1070 and 1080 (or equivalent 1090), 2210, 2220	14(12)
**Track Options (see listings below)	34(36)
	Total: 122

*Twelve hours of General Education courses are listed separately above as specific core requirements.

**B.S. in Chemistry Track Option Course Requirements

Track (Major Code)	**Sem. Hrs.**
General (CHM)	
CHM 4270	4
Electives (any area)	30 (32)
Environmental (CENV)	
CHM 2300, 3110, 3120, 4270	12
ENV 2100	3
GLY 1150, 2620	6
GLYL 1150	1
Electives	12 (14)
Forensic (CFOR)	
BIOL 1000	1
CHM 3110, 3120, 3210, 3240, 4200, 4270	16
CRJ 2000, 2100, 3000, 3150	12
Electives (any area)	5 (7)
Molecular Biotechnology (CMOL)	
BIO 3150	4
BTEC 3510	3
CHM 3110, 3120, 3210, 3240, 3990 (2 credits)	10
PHY 3410	3
Electives (BTEC 3220, BIO 3710, and CHM 4270 recommended)	14 (16)
Pre-Health Professions (CMED)	
CHM 3110, 3120	4
BIO 1020, 2110, 2120, 3150, 3180, 3710	24
BIOL 1000	1
Electives	5 (7)
Pre-Pharmacy (PHMC)	
BIO 2110, 2120 or 3150 (one of these)	4
BIOL 1000	1
CHM 3110, 3120	4
First year curriculum in approved Pharm. D. program	26
Electives (any area)	0 (1)
Professional (CHEM)	
CHM 3110, 3120, 3990 (4 credits), 4110, 4260, 4270	20
PHY *(the 2000-level sequence noted in the core requirements is required for this track)*	
Electives (any area)	14 (16)

BACHELOR OF SCIENCE IN BIOTECHNOLOGY

Requirements for a Bachelor of Science Degree in Biotechnology	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44(32)
Biology Core Course Requirements	26
BIOL 1000, BIO 1000, 3150, 3180, 3510, 3710; BTEC 3220, 4900	
Chemistry and Physics Core Course Requirements	27
CHM 1100, 1110, 1300, 1310, 2270, 2500, 3110, 3120; BTEC 3510; PHY 1500, 1560	
Elective Courses (Choose 3 of the following)	11-12
BIO 3200, 3540, or 3810; BTEC 323, 361, BTES 4xxx; CHM 3210, 3240; PHY 1510 and 1570	
Mathematics Course Requirements	8
MAT 2210, 2220	
Free Electives	14-15
	Total: 120

*Students who plan to major in Biotechnology should consult the program director or coordinator before registering for General Education courses. Twelve hours of General Education courses are listed separately above as specific core requirements.

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12, 6-9)

Coordinator: Mary Ash, Biology Dept.

Upon successful completion of the program of study in Science Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(33)*
Essential Standards—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	
Biology (9-12) Concentration:	65
See Biology Dept. for listing of course requirements.	
Chemistry (9-12) Concentration:	65
See Biology Dept. for listing of course requirements.	
Earth Science (9-12) Concentration:	65
See Biology Dept. for listing of course requirements.	
Physics (9-12) Concentration:	65
See Biology Dept. for listing of course requirements.	
Middle Grades Science (6-9) Concentration:	62
See Biology Dept. for listing of course requirements.	
Professional Studies Core	9
EPC 2020, 2040, 3010, 3030	
Content Pedagogy	21-24
SCE 3000, 3010, 3500 or 4000, 4490, 4750	
CSC 4050	
EDN 3400 (required only for the 6-9 concentration)	
	Total: 128

NOTE: Students who desire teacher licensure in Science Education should declare the major as soon as possible in their college career. Consultation with the Coordinator of Undergraduate Science Education in the Department of Biology prior to registering for General Education courses is strongly recommended.

ACADEMIC CONCENTRATION

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department offers an Academic Concentration of 24 hours in Physics. This Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Physics	**Sem. Hrs.**
PHY 1500, 1560, 1510, 1570, 2180, 2560, 3000, 3200, 3260, 4480	
	Total: 24

MINOR

Requirements for a Minor in Physics:

A minor in Physics is available to all undergraduates and requires the following: PHY 2000, 2010, 2060, 2070, and 10 additional hours in Physics selected from the course above the 1000 level. The Chemistry and Physics Department has Co-op programs available. For more information, see Chemistry and Physics Department Chair.

PRE-ENGINEERING PROGRAM

Pre-Engineering Program

The Department of Chemistry and Physics is able to offer a pre-engineering program to selected students. Students selected into this program complete two years of a prescribed program at UNC Pembroke. Upon successful completion of this program, these students can transfer into their junior year at one of the engineering schools mentioned below.

Admission to the program is through a formal interview with the Committee on Pre-engineering. Requests for interviews can be made any time with the departmental secretary. Additional information may be obtained from the chair of the Chemistry and Physics Department.

This two-year program prepares students for entry into an engineering program at North Carolina A & T University, North Carolina State University, and the University of North Carolina at Charlotte. However, completion of the UNCP program does not guarantee acceptance into the engineering school at one of these institutions. The student must also satisfy admission requirements for transfer students, and these usually include an acceptable grade point average. Thus, a student should know the admission requirements of the school he or she expects to attend.

Requirements for the Pre-Engineering Program	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	18
Major Requirements	
CHM 1100, 1110, 1300, 1310	8
PHY 2000, 2010, 2060, 2070	8
MAT 2210, 2220, 3150, 3310, 3320	18
CSC 2050	3
EGR 2000, 2010, 2050	8
	Total: 64

COURSES

CHEMISTRY (CHM)

CHM 1100. General Chemistry Laboratory I

Laboratory exercises correlated with topics of Chemistry 1300. Credit, 1 semester hour. PREREQ: Enrollment in or completion of CHM 1300. *Note: Laboratory is required for presentation of General Chemistry as a professional requirement or prerequisite.*

CHM 1110. General Chemistry Laboratory II
Laboratory exercises correlated with topics of Chemistry 1310. Credit, 1 semester hour. PREREQ: CHM 1100 and enrollment in or completion of CHM 1310. *Note: Laboratory is required for presentation of General Chemistry as a professional requirement or prerequisite.*

CHM 1120. Chemistry for Health Sciences Laboratory I
Laboratory exercises correlated with topics of Chemistry 1400. Credit, 1 semester hour. PREREQ: Enrollment in or completion of 1400.

CHM 1130. Chemistry for Health Sciences Laboratory II
Laboratory exercises correlated with topics of Chemistry 1410. Credit, 1 semester hour. PREREQ: CHM 1120 and enrollment in or completion of 1410.

CHM 1300. General Chemistry I
Composition, structure, and properties of matter, including stoichiometry, atomic and molecular structure and theory, chemical periodicity, thermochemistry, and gases. Credit, 3 semester hours. PREREQ: Completion of or enrollment in MAT 1070.

CHM 1310. General Chemistry II
Chemical reactivity, including properties of solutions, kinetics and equilibrium, acids and bases, and electrochemistry. Basic chemical principles applied to organic, inorganic, and nuclear systems. Credit, 3 semester hours. PREREQ: C- or better in Chemistry 1300.

CHM 1400. Chemistry for Health Sciences I
A broad survey of general chemistry topics relevant to the allied health fields, including composition, structure and properties of matter, equilibrium, and acids and bases. This course is intended for students interested in allied health specializations and may not serve as a prerequisite for upper level chemistry courses. Credit, 3 semester hours.

CHM 1410. Chemistry for Health Sciences II
A broad survey of organic and biochemical topics relevant to the allied health fields, including compound classes, major reactions, and metabolism. This course is intended for students interested in allied health specializations and may not serve as prerequisite for upper level chemistry courses. Credit, 3 semester hours. PREREQ: CHM 1400.

CHM 1990. Introduction to Research in Chemistry
Intended for a student's first research experience, this course involves close faculty supervision and guidance on literature and laboratory work directed towards a common research objective. A detailed laboratory notebook will be maintained and submitted to the supervising faculty member at the conclusion of the course. Pass/Fail grading. Credit, 1 semester hour. PREREQ: Consent of Department Chair.

CHM 2260. Elementary Inorganic Chemistry
Fundamental principles of inorganic chemistry, including coordination and nuclear chemistry, will be examined through a study of the descriptive chemistry of metallic and nonmetallic elements. Laboratories will involve the preparation and characterization of technologically important chemical substances. Credit, 4 semester hours. PREREQ: CHM 1310, 1110.

CHM 2270. Analytical Chemistry
The principles and techniques of classical and simple instrumental methods of chemical analysis will be examined with an emphasis on quality assurance and method validation concepts. Laboratories will involve the use of these analytical techniques in the determination of substances in a variety of sample matrices. Credit, 4 semester hours. PREREQ: CHM 1310, 1110.

CHM 2300. Basic Environmental Chemistry
A study of chemical processes of the earth's lithosphere, hydrosphere and atmosphere, emphasizing

environmental issues associated with human activity. Laboratory projects will include the collection, processing, and analysis of soil, water, and air samples. Credit, 4 semester hours. PREREQ: CHM 1310, 1110.

CHM 2500. Organic Chemistry I
The aliphatic and aromatic carbon compounds with special emphasis on structure, major reactions, and reaction mechanisms. A laboratory is included. Credit, 4 semester hours. PREREQ: CHM 1310, 1110.

CHM 2510. Organic Chemistry II
A continuation of CHM 2500. A laboratory is included. Credit, 4 semester hours. PREREQ: CHM 2500.

CHM 3110. Biochemistry
A study of the chemical constitution of living matter and the biochemical build-up and breakdown of molecules in living organisms. Credit, 3 semester hours. PREREQ: One semester of Organic Chemistry.

CHM 3120. Experimental Methods in Biochemistry
A student laboratory that deals with the experimental methods used in biochemistry. Credit, 1 semester hour. PREREQ: Enrollment in, or completion of, CHM 3110.

CHM 3210. Biochemistry II
A continuation and more thorough treatment of biochemical principles considered in CHM 3110. Topics include (1) enzyme mechanisms (2) bioenergetics and metabolism (3) biological membranes (4) regulation of gene expression. Credit, 3 semester hours. PREREQ: CHM 3110.

CHM 3240. DNA Analysis Laboratory
A student laboratory involving experiments focused on the isolation, manipulation, and analysis of DNA from various sources. Credit, 1 semester hour. PREREQ: Enrollment in, or completion of, CHM 3210.

CHM 3520. Organic Chemistry III
A study of organic chemistry emphasizing the major spectroscopic methods, including NMR, IR, UV/Visible, and mass spectrometry, and how data from these sources are used to determine the molecular structure of organic compounds. Laboratory projects are included. Credit, 3 semester hours. PREREQ: Consent of instructor and concurrent registration in either CHM 3990 or CHM 4990 for 1-3 semester hours.

CHM 3980. Scientific Literature
Introduction to methodology of researching topics in the chemical literature and to the writing conventions used in the chemical literature. Credit, 2 semester hours. PREREQ: CHM 2500.

CHM 3990. Research in Chemistry
This course involves student research on projects supervised by departmental faculty. Both laboratory and literature research are typically included, and a detailed lab notebook and formal report of results will be submitted to the supervising faculty member at the conclusion of the course. Pass/Fail grading. Credit, 1 3 semester hours. May be repeated for a maximum of 6 semester hours. PREREQ: Completion of or enrollment in at least one 2000-level chemistry lab course and consent of Department Chair.

CHM 4100. Physical Chemistry I
A theoretical and mathematical treatment of the fundamental laws and theories underlying the science of chemistry. Included is a student laboratory that deals with experimental methods used in physical chemistry. Credit, 4 semester hours. PREREQ: MAT 2210 and 2220, either PHY 1500 or PHY 2000, and at least 16 hours of CHM coursework at or above the 2000 level and CHM 3980.

CHM 4110. Physical Chemistry II
A continuation of CHM 4100. Included is a student laboratory that deals with experimental methods used in physical chemistry. Credit, 4 semester hours. PREREQ: CHM 4100.

CHM 4200. Forensic Chemistry
An examination of chemical theories and practices related to the analysis of physical evidence in criminal investigations. Three one-hour lectures and one three-hour laboratory meeting weekly. Credit, 4 semester hours. PREREQ: CHM 2270 and 3110.

CHM 4260. Advanced Inorganic Chemistry
The bonding, structure, and reactions of inorganic substances will be explored through applications of appropriate physico-chemical theories. Laboratory projects are included which employ a variety of instrumental methods to examine thermodynamic and kinetic properties of inorganic systems. Credit, 4 semester hours. PREREQ: CHM 2260, CHM 4100.

CHM 4270. Instrumental Analysis
Advanced topics related to instrumental methods of chemical analysis will be examined. Laboratory projects will focus on the finer points of data acquisition, analysis, and evaluation. Credit, 4 semester hours. PREREQ: CHM 2270, CHM 4100; PHY 1510/1570 or PHY 2010/2070.

CHM 4800. Internship in Chemistry
Experiential learning through work with an external agency. Internships are arranged on an individual basis and must involve chemistry-related work and supervision by both the agency's staff and a University faculty member. An internship application must be approved by the Department Chair prior to registration. Academic credit will be awarded at a maximum rate of 1 semester hour for each 40 clock hours of work with the agency. Pass/Fail grading. Credit, 1-4 semester hours. PREREQ: 24 semester hours of CHM course work and consent of the Department Chair.

CHM 4990. Independent Study in Chemistry
Individual study in advanced areas of chemistry. Offered for chemistry majors only. Credit, 1 to 3 semester hours. PREREQ: Consent of Department Chair.

CHMS 44xx. Special Topics in Chemistry
Advanced class study in selected areas of chemistry. Credit, 1-3 semester hours. PREREQ: Consent of the Instructor.

CHMS 49xx. Seminar
A seminar series in which current research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. Credit, 1 hour per semester; may be repeated for up to 4 semester hours. PREREQ: Consent of instructor.

BIOTECHNOLOGY (BTEC)

BTEC 3220. Biotechnology I
See listing in Department of Biology. Credit, 4 semester hours. PREREQ: BIO 1000, 3180.

BTEC 3230. Biotechnology II
See listing in Department of Biology. Credit, 4 semester hours. PREREQ: BIO 1000, BTEC 3220.

BTEC 3510. Bioprocessing
A laboratory intensive course designed to train students in selected aspects of fermentation for the production of biochemicals and macromolecules. Students will learn theory and practical application for important techniques in projects related to fermentation and bioconversion. Credit, 3 semester hours. PREREQ: BIO 3150 or BIO 3710 and CHM 3110.

BTEC 3610. Bioseparations Technology

A laboratory intensive course designed to train students in selected aspects of the separation and downstream processing of biomolecules. The specific objectives include the application of: (1) product recovery methods, (2) product purification technology to biomanufacturing. The technologies will be explored in view of bench scale, pilot and commercial scale processes. Credit, 3 semester hours. PREREQ: CHM 2510

BTEC 4300. Principles of Medical Biotechnology

See listing in Department of Biology. Credit, 3 semester hours. PREREQ: BIO 1000, CHM 1310.

BTEC 4900. Internship/Co-op

See listing in Department of Biology. Credit, 3 semester hours. PREREQ: Consent of the Biotechnology Program Director or Coordinator.

BTES 4xxx. Special Topics in Biotechnology

See listing in Department of Biology. Credit, 3 semester hours. PREREQ: Consent of the instructor.

ENGINEERING (EGR)

EGR 2000. Engineering Statics

The study of engineering statics using vector calculus. Basic concepts, forces, and equilibrium analysis, distributed forces, centroids, moments of inertia, virtual work, applications to machines, structures, and systems. Credit, 3 semester hours. PREREQ OR COREQ: PHY 2000, MAT 2210.

EGR 2010. Engineering Dynamics

The study of engineering dynamics using vector calculus. Equations of motion, kinematics, kinetics of mass points and systems of mass points, kinetics, and kinematics of rigid bodies. Credit, 3 semester hours. PREREQ: EGR 2000.

EGR 2050. Engineering Graphics

Introduction to graphical representation and engineering drawing. Instrument and freehand drawing of structures and machine parts, including isometric, oblique, and perspective drawings, sectional and auxiliary views, and orthographic projections. (Laboratory) Credit, 2 semester hrs.

PHYSICAL SCIENCE (PHS)

PHS 1080, 1090. Physical Science Laboratory I and II

Laboratory activities designed to parallel and reinforce the concepts presented in PHS 1100 and 1110. Credit. 1 semester hour each. PREREQ: Enrollment in or completion of PHS 1100 or equivalent.

PHS 1100, 1110. Physical Science I and II

Intended for the non-science major, these courses serve as an introduction to fundamental concepts in chemistry and physics. Credit, 3 semester hours each. PREREQ: None for PHS 1100; PHS 1100 or equivalent for PHS 1110.

PHS 1140. Physics of Music

This course examines the creation, characteristics, hearing, and reproduction of sound in general and of music specifically. Students will also design, construct, and demonstrate their own instruments. Credit, 3 semester hours.

PHS 1160. Exploring Man's Energy Choices

A survey of the evolution of the energy crisis. The various energy alternatives are considered with regard to the technological, environmental, and economic problems associated with each. Credit, 3 semester hours.

PHS 1560. Astronomy

A study of all matter and energy in the universe, emphasizing the concentration of this matter and

energy in evolving bodies such as planets, stars, and galaxies. Topics include the sun, solar systems, stars, black holes, pulsars, supernova and quasars. Credit, 3 semester hours.

PHS 1570. Astronomy Laboratory

Astronomical observations and principles of experimentation, includes knowledge of the sky and its motions, optics, star and galaxy properties both with real physical experiments and computer simulations. Hands-on laboratory, usually held in the evenings so the heavens can be observed on clear nights. This course is often taken simultaneously with Astronomy 1560. Credit, 1 semester hour. PREREQ: enrollment in or completion of PHS 1560.

PHS 2460. Weather and Climate (GGY 2460, GLY 2460)

Study of atmospheric elements and controls, weather analysis and forecasting, and air pollution issues. Also includes a survey of world climate regions and applications of climate data. Credit, 3 semester hours.

PHYSICS (PHY)

PHY 1000. Elementary Physics I

In an essentially descriptive fashion this course describes the nature of: motion and its causes, energy, momentum, theory of relativity, heat and temperature, pressure, sound, and others. Credit, 3 semester hours.

PHY 1010. Elementary Physics II

In the fashion of PHY 1010, this course describes the nature of electricity and magnetism, light and optical devices, and the atom (what we now know and what we believe we can't know). Credit, 3 semester hours. PREREQ: It is helpful (but not required) to have taken PHY 1000 as background for this course.

PHY 1200. Science and Computing

A broad survey of topics related to the role computers play in science. No special knowledge is required of the student as the course is meant as an introduction to anyone interested in how computers are used in the field of science. Topics will include design and function of the PC, data collection and analysis, the Internet, Fortran programming, and basic word processing. Credit, 2 semester hours.

PHY 1500, 1510. College Physics I, II

A treatment of the subject matter of general physics (listed, in part, under 1000, 1010) at a level of thoroughness expected in such curricula as pre-med, biochemistry, etc. (for pre-engineering or physics curricula see PHY 2000, 2010). Credit, 3 semester hours each. PREREQ: for PHY 1500, MAT 1070 or equivalent; for PHY 1510, completion of PHY 1500.

PHY 1560, 1570. College Physics Lab I, II

A student laboratory to complement and reinforce the physical relationships discussed in the lecture classes. Credit, 1 semester hr. each. PREREQ: for PHY 1560, enrollment in or completion of PHY 1000 or 1500; for PHY 1570, enrollment in or completion of PHY 1010 or 1510.

PHY 2000. University Physics I

A study of Classical Newtonian mechanics with an emphasis on Newton's three laws of motion. This calculus-based course describes the nature of motion, forces, energy, momentum, collisions, rotation, gravitation, sound, and heat. A beginning course expected in such curricula as pre-engineering, physics, etc. Credit, 3 semester hours. PREREQ OR COREQ: MAT 2210.

PHY 2010. University Physics II

A calculus-based study of electricity, magnetism, optics, relativity, quantum and nuclear physics. A beginning course expected in such curricula as pre-engineering, physics, etc. Credit, 3 semester hours. PREREQ: PHY 2000.

PHY 2060. University Physics Laboratory I
A student laboratory to complement and reinforce the physical relationships discussed in the University Physics lecture classes. Credit, 1 semester hour each. PREREQ: Enrollment in or completion of PHY 2000.

PHY 2070. University Physics Laboratory II
A student laboratory to complement and reinforce the physical relationships discussed in the University Physics lecture classes. Credit, 1 semester hour each. PREREQ: Enrollment in or completion of PHY 2010.

PHY 2180. Optics
Optical instruments such as cameras, telescopes, and many more are discussed. Their uses, limitations, and how they work are all included. Experimentation comprises half of the course. Credit, 3 semester hours. PREREQ: PHY 1010, 1510, or 2010.

PHY 2210. Hardware and Software Concepts
Introductory class exploring the role of computers in contemporary physics. Topics of discussion include hardware architecture, basic concepts in programming, and the application of existing software to classical problems. Credit, 3 semester hours. PREREQ: CSC 2050, PHY 2000.

PHY 2560. Modern Physics
A survey of 20th century physics including the fundamental ideas underlying special relativity and quantum mechanics. Includes a mandatory three-hour weekly laboratory. Credit, 4 semester hours. PREREQ: PHY 1010, 1510, or 2010.

PHY 2600. Astrophysics
An introduction to a range of astrophysical topics with an emphasis on the physical processes involved. Examples of such topics are the discovery of planets and the possibility of life around other stars, stellar formation and structure, supernovae, galactic dynamics and dark matter, theory of relativity and black holes, cosmology, and dark energy. Credit, 3 semester hours. PREREQ: PHS 1560, PHY 2000.

PHY 2880. Methods of Computational Science
An overview of the methods common to computational science. Topics to include numerical differentiation and integration, Monte Carlo techniques, and how to use higher level programs, e.g. Maple, Mathematica, or Gaussian. Students will also be introduced to computing on a supercomputer with projects to be completed via the North Carolina Super Computer Center (NCSC). Credit, 3 semester hours. PREREQ: PHY 2210.

PHY 3000. Classical Mechanics
Mechanics of particles and system of particles. Solution of problems in Newtonian Mechanics, one dimensional motion, linear, damped, and driven oscillations; two particle collisions, introduction to Lagrangian and Hamiltonian Dynamics. Central force motion. Credit, 3 semester hours. PREREQ: PHY 1500 or 2000 and a working knowledge of calculus.

PHY 3200, 3210. Electricity and Magnetism
Electrostatics, magnetic and electric fields, capacitance, inductance, electric machinery and meters. Credit, 3 semester hours each. PREREQ: PHY 1010, 1510, or 2010 and working knowledge of calculus for PHY 3200; PHY 3200 for 3210.

PHY 3260. Heat and Temperature
Heat and its effects; heat engines and their limitations. The concepts of entropy and other facets of thermodynamics. Credit, 3 semester hours. PREREQ: PHY 1000, 1500, or 2000 and a working knowledge of calculus.

PHY 3360. Mathematical Physics
Three dimensional vector and tensor calculus. Green's and Stoke's theorems. Vector spaces, linear independence, orthogonality. Hermitian and unitary operators. Eigenvalues and eigenvectors of operators, functions spaces as vector spaces, and elements of the theory of distributions. Credit, 3 semester hours. PREREQ: A working knowledge of calculus.

PHY 3410. Biophysics
Physics applied to biological phenomena, particularly from the point of view of molecular systems and processes. Credit, 3 semester hours. PREREQ: Two semesters of physics, a semester of biology and organic chemistry.

PHY 3560. Modern Electronics
An introduction to Analog and Digital Electronics. Problems and techniques of interfacing with laboratory instruments and computers. Credit, 3 semester hours. PREREQ: PHY 1150 or 1510 or 2010 or equivalent.

PHY 3880. Advanced Computational Physics
A project driven course in which the student will use various computational approaches to solve standard and/or modern problems in physics. Techniques will include C++ programming, Fortran programming, and advanced applications of software packages such as Maple, Mathematica, or Gaussian. Credit, 3 semester hours. PREREQ: PHY 2880.

PHY 3900. Computational Research in Physics
Requirements for this course include the completion of one or more computationally oriented research projects. Topics will be chosen from current interest across the broad spectrum of contemporary physics. Credit, 3 semester hours. PREREQ: PHY 3880.

PHY 4000. Quantum Mechanics
Generalized eigenvalue problems, angular momentum, spin, the hydrogen atom, and perturbation theory with selected applications from atomic, solid state, and nuclear physics. Credit, 3 semester hours. PREREQ: PHY 2560 and a working knowledge of calculus.

PHY 4200/4210. Advanced Laboratory I & II
Modern physics experiments available from several areas. Choices include: atomic physics, NMR, nuclear physics, radio astronomy, optics and spectroscopy. Credit, 3 semester hours. PREREQ: Consent of Instructor.

PHY 4990. Independent Study
Independent study with departmental faculty member. Credit, 1-3 semester hours. PREREQ: Consent of Department Chair and Instructor.

PHYS 4xxx. Special Topics
Individual study either of subject matter in existing courses (in more depth) or of subjects for which there is no present formal course. Credit, 1-3 semester hours. PREREQ: PHY 1010, 1510, or 2010; MAT 2220.

ENGLISH, THEATRE, AND FOREIGN LANGUAGES

Chair: Virginia K. McClanahan[8]

Raquel Alfaro
Mary Jean Braun
Susan Cannata
Teagan E. Decker[5]
Denise Feikema[6]
Holden Hansen
James Helgeson
Eun Hee Jeon
Brigitte Knight
Walter E. Lewallen
Cynthia Miecznikowski
Frank Myers
Holly K. Payne
Enrique J. Porrúa
Dennis H. Sigmon
Charles Tita[11]
Richard R. Vela
Kathryn Allen
Monika Brown
Youngsuk Chae
Katherine V. Denton
Jan M. Gane
Steven Hedgpeth
Karen Helgeson
Deana Johnson[2]
Roger A. Ladd[7]
David Marquard
Wendy P. Miller[9]
Sara Oswald
Jesse Peters
Therese Rizzo
Natalie Smith
Gary Tremblay
Michael J. Berntsen
Mark Canada[1]
Polina Chemishanova[3]
Michele Fazio
Anita R. Guynn
Thomas C. Heffernan
Brian Scott Hicks
Chester I. Jordan[4]
Ana Cecilia Lara[13]
Dennis A. McGlothin
Manuel Modesto
Catherine Parisian
Jessica A. Pitchford[10]
Melissa Schaub[12]
Robin L. Snead
David Underwood

[1]Dean, College of Arts and Sciences
[2]Director of College Opportunity Program
[3]Director of Composition
[4]Director of Theatre
[5]Director of University Writing Center
[6]Coordinator of Undergraduate English Education
[7]Director of Graduate English Education
[8]Coordinator of Speech
[9]Assistant Chair
[10]Editor of *Pembroke Magazine*
[11]Director of Distance Education
[12]Assoc. Vice Chancellor for Enrollment
[13]Coordinator of Foreign Languages/Spanish Licensure

The Department of English, Theatre, and Foreign Languages educates students and serves the region and the academy through teaching and research in the liberal arts. The Department cultivates insightful readers, articulate writers and speakers, expressive performers, and critical thinkers. Department faculty work to improve literacy, to develop innovative pedagogy, to enhance and showcase creative work, and to expand and transmit disciplinary knowledge.

Through sustained development of students' critical thinking, reading, and writing, the General Education composition sequence lays the foundation for future success. Offerings in literature, foreign languages, and performance broaden and enrich students' perspectives. Graduates of our programs become successful as professionals, graduate students, citizens, leaders, and life-long learners in a diverse global community.

The Department offers majors in English, English Education, Spanish, and Theatre and related minors and concentrations. Undergraduate majors prepare students for North Carolina Teacher Licensure in Secondary English, Middle Grades Language Arts 6-9, Spanish K-12, and add-on licensure in English as a Second Language. Graduate Programs in English prepare students for advanced licensure and other professional endeavors.

The Department offers distinctive, realistically conceived, and well-executed programs for (1) the English major; (2) the student seeking North Carolina Teacher Licensure in English, Secondary Education 9-12 (program approved by NCTE), Middle Grades Language Arts Education 6-9, Spanish Licensure K-12, or ESL Add-On Licensure; (3) the Theatre major; (4) the Spanish major; (5) the General Education student, served by a strong Composition program and a wide choice of courses; (6) the Education major seeking an academic concentration in English, Spanish, or Teaching English as a Second Language (TESL); (7) the student majoring in another subject who wishes to develop a minor in an area of English, foreign languages, or theatre or simply to choose an elective or two; and (8) the in-service teacher, or college graduate with a background in English or a related discipline, seeking post-graduate work in English Education. The Department recognizes that each program

has a distinctive philosophy and specific objectives, which are made clear to students involved in each program.

The Department office offers information about advisement and screening procedures for English majors, teacher licensure candidates in English and Spanish, Spanish majors, and Theatre majors. Also available is information about the academic concentrations in English, Spanish, and TESL and minors in Creative Writing, English, French, Literature, Spanish, Speech, TESOL, Theatre, and Rhetoric and Professional Writing. These are offered to all students enrolled at the University.

Pembroke Magazine, housed in the Department and founded in 1969 by the late Norman Macleod while he was at UNC Pembroke, focuses on North Carolina, national, and international writers. It publishes both beginning and established writers.

The University Theatre, a performance program housed in the Givens Performing Arts Center, provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

The Department recommends that all of its majors study a foreign language throughout their college careers; six semester hours (or equivalent competency) are required for English, English Education, and Middle Grades Language Arts majors.

A grade of C (2.0) in ENG 1050 (Composition I) is prerequisite to all literature and language courses at the 2000 level and above except for THE 2500 (Introduction to Theatre). All full-time students enroll in Composition I during their first semester of full-time study and continue consecutively thereafter until they successfully complete both ENG 1050 and ENG 1060.

ENGLISH

Requirements for a Bachelor of Arts Degree in English	**Sem. Hrs.**
Freshman Seminar	1
General Education Program*	44
Required Courses:	
ENG 3040; ENG 2050 or 2060; ENG 2230 or 2240; ENG 2470 or 2480; ENG 4570; ENGS 4xxx (numbers vary); SPE 2000 or 2010; competency in a foreign language at the 1320 course level**	21-27
Additional Required Course Work—Six courses from those listed below:	
ENG 2010 or 2020 or 2080 or 2090 or 2100 or 2180 or 2190 or 2200 or 2410; ENG 3100; ENG 3110; ENG 3120; ENG 3130; ENG 3140; ENG 3150; ENG 3160; ENG 3170; ENG 3250; ENG 33x0; ENG 3420; ENG 3430; ENG 3440; ENG 3460; ENG 3470; ENG 3540; ENG 3560; ENG 3660; ENG 3670; ENG 3680; ENG 3710; ENG 3740 or 3750; ENG 3900; ENG 4020; ENG 4230, 4240; ENG 4810 or 4830 or 4850; no more than two of the following: ENG 2990, 3570, 3580, 3590, 3700, 4250, and ENGS 4090-4129	18
General Electives*	32-38
	Total: 122

*Students planning to major in English should consult with the department chair prior to registering for General Education courses. Students planning to seek a teaching license for secondary English Education or middle grades Language Arts Education should meet immediately with the coordinator for English Education to help plan their program. Up to 38 elective hours are available to students who take General Education courses that meet program requirements. Students planning to seek a teaching license for secondary English Education must use 32 elective hours to meet program requirements below.

**The foreign language requirement may be met by completing 1310 and 1320, by testing into and completing 1320 only, or by testing out of both 1310 and 1320.

BACHELOR OF ARTS IN ENGLISH
SECONDARY EDUCATION 9-12 CONCENTRATION AND
MIDDLE GRADES LANGUAGE ARTS EDUCATION 6-9 CONCENTRATION

Coordinator: Denise Feikema

Upon successful completion of the program of study in English Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

COURSE REQUIREMENTS —Secondary Education 9-12 Concentration	**Sem. Hrs.**
Freshman Seminar and General Education	**45 (36)**
Essential Standards (9 semester hours of Foreign Language and 2000-level Literature may count toward General Ed)	**40-46**
I. Core Requirements: ENG 3040; ENG 2050 or 2060; ENG 2230 or 2240; ENG 2470 or 2480; ENG 4570; ENGS 4xxx (numbers vary); SPE 2000 or 2010; competency in a foreign language at the 1320 course level	
II. Additional Required Courses: ENG 2990; ENG 3460; ENG 3710; three additional courses from ENG 2010 or 2020 or 2080 or 2090 or 2100 or 2180 or 2190 or 2200 or 2410; ENG 3100; ENG 3110; ENG 3120; ENG 3130; ENG 3140; ENG 3150; ENG 3160; ENG 3170; ENG 3250; ENG 33xx; ENG 3420; ENG 3430; ENG 3440; ENG 3470; ENG 3540; ENG 3560; ENG 3660; ENG 3670; ENG 3680; ENG 3740 or 3750; ENG 4020; ENG 4230, 4240; ENG 4810 or 4830 or 4850; no more than two of the following: ENG 2990, 3570, 3580, 3590, 3700, 4250, and ENGS 4090-4129	
Select one: JRN 1820 or 1610 or THE 1620 or ENG 2860	
Professional Studies Core	**9**
EPC 2020, 2040, 3010, 3030	
Content Pedagogy	**21**
EED 3840 (spring only), 3890 (fall only), 4490 (spring only), 4750 (spring only); CSC 4050 (after EED 3840)	
General Electives	**7-13**
	Total: 122

COURSE REQUIREMENTS —Middle Grades Language Arts Education 6-9 Concentration	**Sem. Hrs.**
Freshman Seminar and General Education	**45 (42)**
Essential Standards (3 sem. hrs of 2000-level Lit. may count toward General Ed)	**30**
I. Core Requirements: ENG 3040; ENG 2050 or 2060; ENG 2230 or 2240; ENG 2470 or 2480; ENG 3460; ENG 3710; one additional course from ENG 2010 or 2020 or 2080 or 2090 or 2100 or 2180 or 2190 or 2200 or 2410	
II. Additional Required Courses: Select three of the following literature courses: ENG 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3250, 3420, 3430, 3440, 3470, 3540, 3560, 3660, 3670, 3680, or ENGS 33xx; or 2 literature courses from the previous list plus SPE 2000 or SPE 2010 or SPE 3580 or THE 2010	

Second Academic Concentration	**18-30**
Professional Studies Core	**12**
EPC 2020, 2040, 3010, 3030; EDN 3400	
Content Pedagogy	**21**
EED 3840 (spring only), 3890 (fall only), 4490 (spring only), 4750 (spring only); CSC 4050 (after EED 3840)	
*may be greater depending on Second Academic Concentration	**Total: 123***

NOTE: Students who desire teacher licensure should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

ENGLISH AS A SECOND LANGUAGE ADD-ON LICENSURE

Students can take the 6 courses (18 hours) in the program for either undergraduate or graduate credit and, upon completion of the program, can add on to either the "A" or "M" license. All courses will be offered in the late afternoon or evening, and the program can be completed within two years.

Course Requirements	**Sem. Hrs.**
ENG 3460, 3710, 4810, 4830, 4850; TESL 4890	18

ENGLISH: THEATRE ARTS

Students who major in Theatre Arts are required to participate in the University Theatre, a performance program housed in the Givens Performing Arts Center, which provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

Requirements for B.A. Degree in English: Theatre Arts	**Sem. Hrs.**
Freshman Seminar	1
General Education Program	44
Major Requirements	
Core Major Courses: ENG 2470; ENG 3540; ENG 4570	9
THE 2010, 2330, 2350, 2500, 3530, 3600, 3610; THE 1620, 1640;	43
Two courses from THE 1650, 2340, 3330, 3340;	
Four courses from four Theatre Practicum areas, THE 2020-2080, and three additional courses from THE 2020-2100, up to 3 of which may be for acting;	
THE 4020	
Twelve hours of major courses from: SPE 2000 or 2010; THE 1650, 1810, 1820, 2070, 2340, 3010, 3040, 3310, 3330, 3340, 4010, 4530, 4540; THES 3xxx; MUS 1121, 1641, 2430, 2440; MUSP 1001-3001	12
Electives	11
	Total: 120

SPANISH

Requirements for a Bachelor of Arts Degree in Spanish	Sem. Hrs.
Freshman Seminar	1
General Education Program	44
Required Prerequisite Courses: SPN 2310 and 2320 or SPN 2330	6
Pronunciation Proficiency—May be met with a P grade in SPN 2990 or through Pronunciation Proficiency Validation by Department Chair.	
Required Courses: SPN 3110, 3120, 3150, 3200, 3700	15
Spanish Electives—Seven courses from those listed below (at least one literature course at the 4000 level is required): SPN 3210, 3220, 3310, 3320, 3360, 3510, 3610, 3620, 3710, 4130, 4140, 4150, 4230, 4240, 4250, 4550, 4700, 4710, 4730, SPNS 4xxx	21
General Electives	34
	Total: 121

TEACHER LICENSURE IN SPANISH (K-12)

Coordinator: Ana Cecilia Lara

Students seeking North Carolina Teacher Licensure in Spanish, grades K-12, complete all of the B.A. in Spanish degree requirements; they also complete the licensure requirements described below as part of the 34 hours of General Electives. Upon successful completion of this program of study and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section.

Licensure Requirements in Spanish (K-12)	Sem. Hrs.
Professional Studies Core	12
EDN 2100, 3130, 3150, SED 3310	
Content Pedagogy	19
SPN 3010, 4400, 4480, 4490 ; CSC 4050	
	Total: 31

ACADEMIC CONCENTRATIONS IN ENGLISH, SPANISH, AND TESL

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department offers Academic Concentrations in English and Spanish of 24 hours and an Academic Concentration in Teaching English as a Second Language (TESL) of 18 hours. These Academic Concentrations are available to other students, regardless of major.

Requirements for an Academic Concentration in English	Sem. Hrs.
1. Core Courses	6
a. ENG 3040	
b. SPE 2000 or 2010	
2. Three 2000-level literature courses, one from each of the three areas in 2.c-2.e:	9
c. ENG 2230 or 2240	
d. ENG 2470 or 2480	
e. any 2000-level literature course not taken under 2.c and 2.d: choose from ENG 2010, 2020, 2030, 2050, 2060, 2080, 2090, 2100, 2180, 2190, 2200, 2230, 2240, 2410, 2470, 2480; ENGS 2xxx	

3. One 2000/3000-level language/writing course: choose from ENG 2780, 2790, 3460, 3700, 3710	3
4. Two 3000/4000-level courses not taken under 3 above: choose from ENG 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3250, 3420, 3430, 3440, 3460, 3470, 3540, 3560, 3660, 3670, 3680, 3700, 3710, 4570; ENGS 33xx, 4xxx (numbers vary)	6
	Total: 24

Requirements for an Academic Concentration in Spanish	**Sem. Hrs.**
1. Required Courses SPN 2310 and 2320 or SPN 2330; 3110 and 3120; 3150 and 3200	18
2. Elective Courses: choose two courses (including at least one 4000-level course) from the following: SPN 3210, 3220, 3310, 3320, 3360, 3610, 3620, 3700, 3710, 4210, 4220, 4300, 4340, 4510, 4550, 4700	6
	Total: 24

Requirements for an Academic Concentration in Teaching English as a Second Language (TESL)	**Sem. Hrs.**
ENG 3460, 3710, 4810, 4830, 4850; TESL 4890	18
	Total: 18

MINOR PROGRAMS

Each Department Minor consists of 18 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in Creative Writing

Required: ENG 3040; Choose three Creative Writing courses from the following: ENG 2780, 2790, 3740, 3750, 4260, ENGS 37xx; Options for 6 additional hours (cannot duplicate courses taken to fulfill Creative Writing requirement): ENG 2780, 2790, 2860, 2870, 3540, 3560, 3660, 3670, 3680, 3710, 3740, 3750, 3860, 3870, 4260, 4860, 4870, ENGS 37xx

Options for a Minor in English

Required: ENG 3040; Options for 15 additional hours: ENG 2010, 2020, 2030, 2050, 2060, 2080, 2090, 2100, 2180, 2190, 2200, 2230, 2240, 2410, 2470, 2480, 2780, 2790, 2990, 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3250, 3420, 3430, 3440, 3460, 3470, 3540, 3560, 3570, 3580, 3590, 3660, 3670, 3680, 3700, 3710, 3740, 3750, 3900, 4020, 4230, 4240, 4250, 4260, 4500, 4570, 4810, 4830, 4850, 4890; ENGS 2xxx, 33xx, 4xxx, 4090-4129

Options for a Minor in Literature

Required: ENG 3040; Options for 15 additional hours: ENG 2010, 2020, 2030, 2050, 2060, 2080, 2090, 2100, 2180, 2190, 2200, 2230, 2240, 2410, 2470, 2480, 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3420, 3430, 3440, 3470, 3540, 3560, 3660, 3670, 3680, 3900, 4020, 4500, 4570; ENGS 2xxx, 33xx, 4xxx

Options for a Minor in Speech

SPE 1020, 2000, 2010, 3580; ENG 3250, 4810; THE 2010

Options for a Minor in Teaching English to Speakers of Other Languages (TESOL)

ENG 3250, 3460, 3710, 4810, 4830, 4850; TESL 4890; EDN 4080

Options for a Minor in Theatre

Required courses: THE 1620, 2010, 2500; two courses from THE 2020-2080 as advised (9 hours); Choose one course from the following Technical Theatre section: THE 2330, 2340, 3330, or 3340 (3 hours); Choose one course from the following Business/History section: THE 3530, 3600, or 3610 (3 hours); Electives—Choose 5 hours from the following: THE 1640, 1650, 1810, 1820, 2070, 2340, 2350, 3010, 3040, 3310, 3330, 3530, 3600, 3610, 4010, 4210; THES 3xxx

Options for a Minor in Rhetoric and Professional Writing

Required: ENG 2450 and ENG 3580; Options for 12 additional hours: 2990, 3570, 3650, 3710, 3720, 4210, 4250; ENGS 4090-4129

Options for a Minor in British Studies

Refer to the History Department section of the catalog for a description of this program.

Options for a Minor in French

FRN 1320, 2310, 2320; FRN 2550, 2560; FRN 3210, 3220; FRN 3610; FRN 4510

Options for a Minor in Spanish

Required: SPN 2310 and 2320 or SPN 2330; SPN 3110 and 3120; Options for 6 additional hours: SPN 3150, 3200, 3210, 3220, 3310, 3320, 3360, 3610, 3620, 3700, 3710, 4510

Options for a Minor in Hispanic Studies

Refer to the Special Programs and Interdisciplinary Programs section of the catalog for a description of this program.

COURSES

ENGLISH (ENG, TESL) **§NOTE:** Students may satisfy the **General Education Humanities Literature** requirement by completing any one of the 15 English courses marked with **§** in the course listing that follows. Each of these courses includes critical and analytical reading, application of critical terminology and critical approaches, study of formal features of multiple genres, research about literary texts, and ways to appreciate the value of literature.

ENG 0104. Written Communication Skills

Introduces students to academic ways of reading, writing, and thinking. Students cultivate reading and writing strategies in order to understand, paraphrase, and summarize, producing several short texts. Credit, 3 semester hours (will not count toward earned hours or graduation requirements). Required for students placed into ENG 0104 and for students in the College Opportunity Program. NOTE: Must receive "C" grade or better to progress into ENG 1050.

ENG 1020. Laboratory in Writing I

In a writing laboratory environment designed to support ENG 1050, students will participate in activities and small group workshops in the practice of written communication and composition. Credit, 1 semester hour. May be repeated once for credit for a maximum of 2 semester hours. PREREQ: Permission of instructor.

ENG 1030. Laboratory in Writing II

In a writing laboratory environment designed to support ENG 1060, students will participate in activities and small group workshops in the practice of written communication and composition. Credit, 1 semester hour. May be repeated once for credit for a maximum of 2 semester hours. PREREQ: Permission of instructor.

ENG 1050. Composition I

Provides students with a foundation in critical reading and writing practices by introducing different types of texts and ways of working with them; students will recognize and interpret differing perspectives and will analyze and synthesize others' work, producing several texts of moderate length. Credit, 3 semester hours. PREREQ: Placement into ENG 1050 or "C" grade or better in ENG 0104.

ENG 1060. Composition II
Builds upon the critical reading and writing practices developed in ENG 1050 and focuses on research principles and practices. Students will locate and evaluate sources; negotiate differing perspectives; synthesize and integrate sources ethically; arrive at a claim through logical reasoning; and argue the claim in rhetorically effective forms, producing several sophisticated texts. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

ENG 1910. Spelling
A review of major spelling rules in English, with special attention to particular words that often give difficulty. Attention to techniques to aid memorization of particular problem words. Credit, 1 semester hour.

ENG 1920. Vocabulary Building
A study of methods of vocabulary enrichment (such as association by sound, appearance, meaning, and knowledge of common root, prefix/suffix meanings). Specific words are studied. Credit, 1 semester hour.

ENG 1930. Pronunciation
An intensive course to improve students' competence and confidence in oral use of language. Word attack skills and specific problem words included. Credit, 1 semester hour.

ENG 1940. English Usage
Intensive review of parts of speech and their use in the sentence. Study of punctuation forms. Analysis of verb problems and errors that obscure meaning or distract readers. Credit, 1 semester hour.

ENG 1950. Sentence Mastery
Practice in imitating various sentence structures to add variety and impact to writing. Credit, 1 semester hour.

ENG 1960. Punctuation
Study of specific punctuation rules and their application, with particular emphasis on commas, semicolons, and apostrophes. Credit, 1 semester hour.

§ENG 2010. Southern Literature
A survey of literature by writers from the Southern part of the United States. Readings may include novels, short fiction, and poetry by authors such as Faulkner, O'Connor, Welty, Hurston, and McCarthy. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2020. Contemporary Literature
A survey of literature from 1945 to the present, introducing students to trends and major developments in fiction, poetry, and drama. Authors may include Ginsberg, Atwood, Beckett, Stoppard, Walcott, Mahfouz, Oe, and Fuentes. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2030. Literary Genres
Study of basic structure or elements of the various genres of literature including poetry, prose fiction, and drama. Readings include works of major British, American, and world literature authors. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2050. World Literature Before 1660
A survey of western and non-western literature from the beginnings through the Renaissance considered within the cultural epochs of their creation, including the Classical Period, the Middle Ages, and the Renaissance. Readings may include *Gilgamesh*, *The Ramayana*, and selections from authors such as Homer, Ovid, Confucius, Dante, Montaigne, and Cervantes. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2060. World Literature After 1660

A survey of western and non-western literature from the Enlightenment through the Twentieth Century considered within the cultural epochs of their creation, including the Enlightenment, Romanticism, Realism, Modernism, and the contemporary world. Authors may include Moliere, Goethe, Kafka, Camus, Achebe, and Garcia Marquez. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2080. Women's Literature

A survey of literature written by women of diverse periods and backgrounds, introducing students to a variety of genres and trends in women's literature. Authors may include Wollstonecraft, Fuller, Woolf, Brooks, Rich, Kingston, and Kincaid. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2090. Literature and Film

A survey of the relationships between literary texts and films with emphasis on film adaptations; includes methods of analysis, discussion of theory, process, reception, and the cultural contexts of the works considered. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2100. African American Literature

A survey of African American literature, introducing students to genres, trends, and major periods of African American literature, ranging from 18th- and 19th-century autobiographies and narratives to 20th-century works. Authors may include Douglass, Morrison, Wright, and Toomer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2180. Asian American Literature

A survey of literature written by Asian American writers introducing a variety of genres and trends in Asian American literature. Readings include short stories, novels, plays, and critical essays produced by Asian American writers, and discussions examine the formation of Asian American subjectivities within socioeconomic, cultural, and political contexts. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2190. Latino Literature

A survey of literature by writers of Latin American heritage writing in English. This course examines the experience and dilemmas of Mexicans, Cubans, Puerto Ricans, Dominicans, and other established and immigrant US Hispanic/Latino groups by studying recent writers and filmmakers, including an examination of the media images of Latinos. Topics include essentialism, biculturalism, marginality, transculturation, and acculturation. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2200. Native American Literature (AIS 2200)

A survey of literature produced by Native Americans. The course will cover fiction and poetry, and close attention will be paid to historical contexts and themes central to the understanding of Native American literature. Authors may include Momaday, Silko, Hogan, Vizenor, Welch, and Erdrich. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2230. American Literature Before 1865

A survey of notable authors and literary movements from the period preceding and including the Civil War. Readings may include nonfiction, poetry, short fiction, and at least one novel. Authors may include Bradstreet, Poe, Emerson, Douglass, and Dickinson. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2240. American Literature Since 1865

A survey of notable authors and literary movements between the end of the Civil War and the present. Readings may include nonfiction, poetry, drama, short fiction, and at least one novel. Authors may include Twain, Chopin, Faulkner, Hughes, and Walker. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2410. Environmental Literature (AIS 2410)
Survey of Indigenous and multinational environmental literature and its relationship to race, class, gender, sexuality, and/or dis/ability, attentive to local human and ecological communities. Variety of authors and genres. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

ENG 2450. Introduction to Rhetoric
Study of principles fundamental to persuasion and argument, including audience, purpose, rhetorical situation, genre, rhetorical appeals, commonplaces, and methods of reasoning. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1050 and 1060.

§ENG 2470. British Literature Before 1790
A survey of British literature from the Anglo-Saxon through the Neo-Classical in several genres. Readings may include *Beowulf* and works by authors such as Chaucer, More, Spenser, Shakespeare, Jonson, Milton, Swift, Defoe, and Behn. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

§ENG 2480. British Literature After 1790
A survey of British literature from the Romantics to the contemporary, including Colonial and Post-Colonial literatures in several genres. Authors may include Blake, Wordsworth, Shelley, the Brontes, Hopkins, Yeats, Joyce, Pinter, Amis, Coetze, Rushdie, and Naipaul. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050.

ENG 2780. Writing Poetry I
An introduction to the principles and techniques of writing poetry. Workshop format. Credit, 3 semester hours.

ENG 2790. Writing Fiction I
An introduction to the principles and techniques of writing fiction. Workshop format. Credit, 3 semester hours.

ENG 2860, 2870, 3860, 3870, 4860, 4870. Literary Magazine Production
This course provides experience in the details of producing a literary publication and in using desktop publishing software through work on the UNCP student literary magazine, *The Aurochs*. Activities will include layout design, artwork selection and cropping, editing, typesetting, and general production work. Pass/Fail grading. Credit, 1 semester hour each.

ENG 2900. Film and New Media Criticism
A study of film history and theory focusing on the development of New Media. Topics include theory in early Russian cinema, avant-garde and surrealist film of the 1920s, *cinema vérité* of the 1960s, the Dogma 95 group, the uses of digital film, computer-generated imagery (CGI), and a discussion of nonsequential, multilinear, and interactive narratives. The emphasis in the course will be on defining and responding critically to New Media. Credit, 3 semester hours.

ENG 2990. Writing Center Theory and Practice
An introduction to Writing Center theory and practice using readings, classroom discussion, observation, role-playing, and supervised tutoring practice. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1050.

ENG 3040. Principles of Literary Study
Required of all English majors. Preparation for the study of literature, including methods of literary research, writing about literature, and overview of literary theories. In a workshop environment, students in each section will read at least one common assigned literary text and will gain an advanced understanding of the conventions of scholarly writing in literary studies. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1060 and "C" or better in one 2000-level literature course. Highly recommended during the first term of English major, minor, or concentration study.

ENG 3100. The Harlem Renaissance
In-depth study of major writers and genres of the Harlem Renaissance in its intellectual, cultural, and historical contexts. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3110. Medieval British Literature
A critical study of selected British Literature from the Anglo-Saxon period through the early Tudor era. May include such genres as heroic, courtly, hagiographical, and mystical literature. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3120. Early Modern British Literature
A critical study of British Literature from Skelton to Milton; particular focus on the Elizabethan era. May include such genres as the lyric, the sonnet sequence, the romantic epic, prose fiction, drama, and poetic theory. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3130. The American Renaissance
A critical study of the literary movements that flourished in America during the mid-nineteenth century. May include a discussion of American Gothicism, Sentimentalism, Romanticism, Realism, Transcendentalism, and Slave Narratives. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3140. American Literature in Transition, 1870-1914
A critical study of American literature from Post-Reconstruction to WWI in relation to social and cultural influences and the struggle for an American literary identity. May include a discussion of Realism, Naturalism, Late Sentimentalism, Regionalism, New (Race) Woman, Imagism, and Modernism. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3150. British Romantic Literature
A critical study of selected literature of the Romantic period in Britain, covering representative authors and texts of fiction, poetry, and nonfiction prose, with an emphasis on poetry. The course examines Romantic literature in relation to social and cultural contexts, including political theory and revolutions, the Romantic hero, aesthetic and poetic theories, and artistic representations of nature and the imagination. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3160. Victorian Literature
A critical study of selected literature of the Victorian period, covering representative authors and texts of fiction, poetry, and non-fiction prose. The course examines Victorian literature in relation to social and cultural contexts, including industrialization, social class and social reform, roles of women and children, religion, and science, monarchy and empire, and conditions of literary publication. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3170. Post-Colonial Literature
A critical study of selected literature written in English from regions in the former British empire, such as Africa, the Caribbean, the Indian Subcontinent, and South-East Asia,, covering representative authors and texts of fiction, poetry, and non-fiction prose. The course examines the literature in relation to historical, cultural, and social contexts especially those concerning British colonialism and the fall of empire in the last century, the establishment of new national identities, and issues such as hybridity, transnationalism, ethnicity and indigeneity, and feminism. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of the instructor.

ENG 3250. Language in Society
A sociolinguistic study of language including the nature of variation in language (varieties, dialects, and registers), language and gender, language and culture, and the politics of language. Credit, 3 semester hours.

ENG 3420. The British Novel
A critical study of the English novel from the eighteenth century to the present, with emphasis on

social history and narrative technique. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor; ENG 2470 or ENG 2480 recommended.

ENG 3430. The American Novel
A critical study of the American novel from its inception to the present, with emphasis on social history and narrative technique. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor; ENG 2230 or ENG 2240 recommended.

ENG 3440. The Native American Novel (AIS 3440)
A critical study of the Native American Novel from its inception to the present, with emphasis on social, political, and cultural history. Particular attention will be paid to the narrative techniques of these authors with a focus on the relationship between oral traditions and the form of the novel. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 3460. Aspects of the English Language
An introduction to the English language including applied study of such topics as the history of the language and its acquisition, dialects, semantics, lexicography, phonology, orthography, grammatical systems, and standards of modern English usage. Credit, 3 semester hours.

ENG 3470. Native American Poetry (AIS 3470)
A critical study of Native American poetry and poetics, with emphasis on social, political, cultural, and Native national histories. Particular attention will be paid to the techniques of these authors with a focus on the relationship between oral traditions and contemporary poetry. Credit, 3 semester hours. PREREQ: ENG 3040, or permission of instructor.

ENG 3540. Modern Drama
A study of selections from the drama of the Western world of the nineteenth and twentieth centuries. Credit, 3 sem. hrs. PREREQ: ENG 3040 or permission of instructor; six semester hours of 2000-level literature.

ENG 3560. Modernist Fiction
A critical study of selected works of fiction from the first half of the twentieth century, covering representative authors of the short story, novella, and novel. The course examines modernist fiction in relation to social and cultural contexts, with particular attention to experimentation, the avant garde, and narrative technique. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 3570. History of Rhetoric
Study of the history and theory of rhetoric from classical to modern periods. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1050 and 1060.

ENG 3580. Professional Writing
Study of the history, theory, and practice of professional and technical writing. Topics might include audience analysis, research methods, visual rhetoric, culture of the workplace, and collaboration. Writing genres might include résumés, application letters, memoranda, proposals, formal reports, manuals, and others. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1050 and 1060.

ENG 3590. Creative Nonfiction
Reading and writing of creative nonfiction, including memoir, personal essay, biography, and literary journalism. Credit, 3 semester hours. PREREQ: "C" or better in ENG 2780 or 2790.

ENG 3650. Writing in Digital Environments
The study of the relation of rhetorical theory to digital writing and web design, focusing on both written and visual awareness when creating and developing digital writing projects. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1050 and 1060.

ENG 3660. Modernist Poetry
A critical study of selected works of poetry from the first half of the twentieth century. The course

examines modernist poetry in relation to social and cultural contexts, with particular attention to experimentation and avant-garde poetics. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 3670. Contemporary Fiction
A critical study of selected works of fiction from post-World War II to the present, covering representative authors of the short story, novella, and novel. The course examines contemporary friction in relation to social and cultural contexts, with particular attention to modernism, postmodernism, and narrative technique. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 3680. Contemporary Poetry
A critical study of selected works of poetry from post-World War II to the present, representing the stylistic, thematic, and cultural diversity so apparent in late twentieth-century and early twenty-first-century poetry. The course examines contemporary poetry in relation to social and cultural contexts, with particular attention to modernism, postmodernism, and new forms and modes of expression. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 3700. Advanced Composition
An upper-division academic writing course for students majoring in the arts, humanities, and sciences, especially those anticipating graduate level and professional writing demands. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

ENG 3710. English Grammar
A thorough review of traditional grammar, discussions of sentence patterns, transformations, and both old and new diagram forms included. Credit, 3 semester hours.

ENG 3720. Writing for the Public Sphere
An introduction to genres that influence political ideas, including news media, investigative journalism, activist and think tank websites, blogs, letters to editors or lawmakers, and op-eds. Emphasis on analyzing, evaluating, and producing texts for the public sphere, distinguishing between persuasion and propaganda, and exploring the obligations of civic engagement. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1050 and 1060.

ENG 3740. Writing Poetry II
An advanced workshop in writing poetry, building on fundamentals covered in the introductory course and emphasizing manuscript preparation and submission. Credit, 3 semester hours. PREREQ: ENG 2780 or permission of instructor.

ENG 3750. Writing Fiction II
An advanced workshop in writing fiction, building on fundamentals covered in the introductory course and emphasizing manuscript preparation and submission. Credit, 3 semester hours. PREREQ: ENG 2790 or permission of instructor.

ENG 3900. Study Abroad
An international experience designed to cultivate global understandings of literary texts and movements in English, foster deeper understandings of other cultures, and enhance skills of critical thinking and intercultural communication. Credit, 3 semester hours. May be repeated for credit when offered under a different topic. PREREQ: ENG 3040 and/or permission of instructor.

ENG 3990. Practicum in Composition Tutoring
A supervised practicum of working as a writing assistant in an appropriate University setting or with students from area schools. Credit, 1-2 semester hours. Maximum, 4 semester hours.

ENG 4020. Literary Criticism
History of literary criticism and study of postmodern theories of reading such as feminist, Marxist, and reader-response criticism, structuralism, and deconstruction. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENG 4210. Grant Writing
An introduction to writing grants, including searching for grants, aligning grants with projects, analyzing the rhetoric of grants, conducting research, and producing drafts of grants through collaborative writing, reviewing, and editing. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1050 and 1060.

ENG 4230, 4240. Special Topics in American English
A study of announced topics in American English. Possible topics include issues in linguistics, grammar, literacy, varieties of English, media and language, Literary Journalism and American English as a global force. Credit, 3 semester hours.

ENG 4250. African American Rhetorics
An in-depth study of African American political speeches, letters, sermons, essays, and book-length texts that examines the debates, strategies, styles, and persuasive practices employed by African Americans in dialogue with the larger nation and among themselves. Credit, 3 semester hours.

ENG 4260. Creative Writing Workshop
This course will normally be taught by visiting writers and may be repeated for credit. Offered when circumstances warrant. Credit, 1-3 semester hours; maximum 6 semester hours. PREREQ: ENG 3740 or ENG 3750 or permission of Department Chair.

ENG 4500. Seminar in American Indian Literature (AIS 4500)
A study of selected topics in American Indian literature. Credit, 3 semester hours. PREREQ: Permission of instructor.

ENG 4550. Directed Studies Seminar
An independent study project culminating the student's sequence of studies with a substantive research project resulting in major paper or comparable original work. The project is designed by the student and his/her research director. Credit, 3 semester hours. PREREQ: Consent of instructor.

ENG 4570. Shakespeare
An introduction to the Elizabethan Theatre, a study of Shakespeare's career as a dramatist, and a critical survey of a number of major plays—histories, comedies, and tragedies. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor; ENG 2470 recommended.

ENG 4810. Phonetics and Phonology
A study of the speech sounds that occur in the languages of the world will cover physiological properties of the speech producing apparatus, phonetic transcription using the international phonetic alphabet, and both theoretical and applied study of phonological patterns. Credit, 3 semester hours.

ENG 4830. Second Language Acquisition
An in-depth study of both theoretical issues in second language acquisition and the practical application of theory in the ESL classroom, including learning styles and strategies; the importance of affective factors and socio-cultural factors in language learning; contrastive analysis, interlanguage, and error analysis; and communicative competence. Credit, 3 semester hours.

ENG 4850. Cultural Issues of English as a Second Language
A study of important cultural issues relevant to the teaching and learning of English as a second language, including bilingualism, differences in cultural patterns of perception and thinking, differences in what is considered appropriate student behavior and appropriate teacher behavior in a variety of cultures, and cultural differences expressed in verbal and non-verbal behavior. The importance of understanding and taking into account the cultural backgrounds of students in the teaching of ESL and the importance of teaching American culture as a part of ESL will also be considered. Credit, 3 semester hours.

TESL 4890. Applied Pedagogy of Teaching English as a Second Language
Following a review of the pedagogical fundamentals grounded in cognitive, affective, and linguistic principles of second language acquisition, this course will focus on the practical realities of the language classroom, including curriculum development, lesson planning, evaluation of students and programs, and classroom management. Credit, 3 semester hours. PREREQ: ENG 3460, 3710, 4810, 4830, 4850.

ENGS 2xxx (Numbers will vary). Studies in Literature
Study of a specific genre or topic in world literature: its characteristics and significance as both a cultural product and a form of literary expression. Title and topic will vary from year to year. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 1050 and 1060.

ENGS 33xx (Numbers will vary). Special Topics in Literature
A critical study of a specific literary period, genre, or topic. Title and topic will vary from offering to offering. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor.

ENGS 37xx (Numbers will vary). Special Topics in Creative Writing
A creative writing course emphasizing in-depth study of a specific genre or topic. Workshop format. Credit, 3 semester hours. PREREQ: ENG 2780 or 2790.

ENGS 4090-4129 (Numbers will vary). Special Topics in Composition and Rhetoric
Intensive study of a theme or issue in composition, rhetoric, or professional writing. May be repeated as subject matter changes. Credit, 3 semester hours. PREREQ: One previous writing course at the 3000 level or above.

ENGS 4xxx (Numbers will vary). Seminar in Literature
Study in a small group setting of particular figures or topics in British, American, or World Literature. As part of the seminar experience, each student must make presentations, contribute to class discussion, and write an extended essay incorporating library sources. Credit, 3 semester hours. PREREQ: ENG 3040 or permission of instructor; upper-division standing in the University.

ENGLISH EDUCATION (EED) For a description of English Education programs, see above or consult the Coordinator of Undergraduate English Education.

EED 3840. Literature and Reading for Adolescents (6-12): Methods and Materials
A survey of literature and reading for adolescents, grades 6-12, incorporating varied methods of approaching and assessing the study of literature and managing the reading program within pluralistic classrooms. Experiences include classroom presentations in various literary genres, activities appropriate for students with advanced or deficient reading skills, and classroom observations (10 hours). Credit, 3 semester hrs. PREREQ: ENG 3040 and admission to the Teacher Education Program.

EED 3890. The Teaching of Writing and Speech (6-12): Methods and Materials
Preparation for teaching oral and written communications skills in the middle and secondary schools. Study and application of principles, terminology, materials, and strategies for teaching and assessing writing and speech within an integrated language arts curriculum. Experiences include writing workshops, unit and lesson planning, oral presentations, technology applications, and observing and assisting in the Writing Center and in writing and speech classrooms (15 hours). Credit, 3 semester hours. PREREQ: EED 3840 and admission to the Teacher Education Program.

EED 4020. Methods of Teaching Dramatic Literature and Performance
Purposes, methods, materials, and evaluation procedures in the area; directed observation in the secondary school; preparation of teaching plans and materials. Credit, 3 semester hours. PREREQ: THE 3040 recommended.

EED 4490. Internship for English/Language Arts in Secondary/Middle Schools
Provides relevant intensive full-semester internship experiences in off-campus public school setting or

settings Requires a continuous full-time teaching experience in secondary English. Pass/Fail grading. Credit, 9 semester hours. PREREQ: admission to professional semester.

EED 4750. Professional Seminar in Secondary/Middle Grades English/Language Arts
Philosophy of English curricula and purposes of Standard Course of Study; applications in concrete teaching situations of appropriate methods and materials of instruction and assessment procedures; reflection on teaching practice. Seminar designed to parallel the full-semester internship/teaching experience in English Education (EED 4490). Credit, 3 semester hours. PREREQ: admission to professional semester.

SPEECH (SPE)

SPE 1020. Fundamentals of Voice and Diction
Introduction to the fundamentals of voice and diction for the beginning student. The course consists of practical exercises designed to introduce the student to General American Speech. Credit, 3 semester hours. NOTE: Upon earning 60 credit hours, a student must either have satisfied the speech requirement through testing, have taken SPE 1020, or be registered for SPE 1020 in the following semester.

SPE 2000. Interpersonal Communication
Interpersonal communication behaviors that influence interpersonal relationships. Emphasis on developing personal skills and attitudes in one-to-one relationships and small groups. Credit, 3 semester hours.

SPE 2010. Fundamentals of Speech
Study of the principles and skills involved in creating and delivering effective speeches, and preparation and presentation of individual and small group speeches. Credit, 3 semester hours.

SPE 3580. Discussion and Debate
An exploration of various discussion techniques, including parliamentary procedure, where the essentials of argumentation will be explained and practiced. Credit, 3 semester hours.

THEATRE (THE)

THE 1620. Theatre Practicum (Introduction)
An introduction to the practices of theatre production, including: the plan and function of the physical facility; safety procedures in the costume shop, scene shop, and on stage; appropriate use of theatre tools, stage rigging, lighting and sound equipment; and other elements of theatrical production. This course will be taught by several members of the theatre faculty. Credit, 1 semester hour.

THE 1640. Stage Make-Up
Theory and practice in the application of make-up for the stage using practical make-up application for class exercises. Credit, 1 semester hour.

THE 1650. Stage Costumes
Principles and theories of costume design and construction for theatrical productions. Credit, 3 semester hours. PREREQ: THE 1620 or permission of instructor.

THE 1810. Stage Dance I (PED 1810)
Basic dance technique for the stage. Credit, 1 semester hour. PREREQ: Permission of instructor.

THE 1820. Stage Dance II (PED 1820)
Basic dance technique for the stage. Credit, 1 semester hour. PREREQ: Permission of instructor.

THE 2010. Acting I: Fundamentals
Introduction to fundamental acting concepts, including the understanding of self-expression and understanding dramatic texts in terms of goals, obstacles and action. Acting processes are explored through classroom exercises and scene work. Credit, 3 semester hours.

THE 2020. Theatre Practicum (Wardrobe/Makeup Crew)
Participate as a member of wardrobe crew with the possibility of advancement to assignments such as wardrobe or makeup assistant, wardrobe or makeup supervisor, and/or an assistant to the faculty member by serving as assistant costume designer, with appropriate faculty supervision. This is a lab course requiring approximately 40 hours over the semester. May be repeated for up to four credit hours. Credit, 1 semester hour. PREREQ: THE 1620, 1640, 1650, or permission of instructor.

THE 2040. Theatre Practicum (Production Crew)
Participate as a member of one of the standard stage crews, such as scene shifting, props, light board operator, and/or sound board operator, with the possibility of advancement to assignments such as scenic artist, sound engineer, shop foreman, and/or property master/mistress, with appropriate faculty supervision. This is a lab course requiring approximately 40 hours over the semester. May be repeated for up to four credit hours. Credit, 1 semester hour. PREREQ: THE 1620 or permission of instructor.

THE 2060. Theatre Practicum (Lighting Crew)
Participation in light hang/focus and strike, with the possibility of advancement to master electrician, and/or assistant lighting designer, with appropriate faculty supervision. This is a lab course requiring approximately 40 hours over the semester. May be repeated for up to four credit hours. Credit, 1 semester hour. PREREQ: THE 1620 or permission of instructor.

THE 2070. Stage Combat
Introduction to staged violence, armed and unarmed combat. Permission of Instructor required. PREREQ: THE 1810. Credit, 1 semester hour.

THE 2080. Theatre Practicum (Assistant Stage Manager/Stage Manager)
Participation in production as assistant stage manager, with possible advancement to assignments such as Stage Manager, to include assistance with poster design, house management, program layout and design, with appropriate faculty supervision. May be repeated for up to four credit hours. Credit, 1 semester hour. PREREQ: THE 1620 and 2350 or permission of instructor.

THE 2100. Theatre Practicum (Acting)
Participate as a cast member in a University Theatre production. May be repeated for up to three credit hours. Credit, 1 semester hour. PREREQ: BY AUDITION ONLY.

THE 2330. Stagecraft
Study of theories and techniques used in creating a stage environment. Students will participate in various aspects of production as a practical supplement to classroom lectures. Credit, 3 semester hours. PREREQ: THE 1620 or 1630.

THE 2340. Scene Painting
Development of basic and advanced skills in scenic painting techniques through studio projects. Credit, 3 semester hours. PREREQ: THE 1620 or 1630.

THE 2350. Stage Management
Theory and practice of stage management in Broadway, regional, community, and educational theaters. To include the stage manager's responsibilities during rehearsals as well as during performances. Credit, 1 semester hour. PREREQ: THE 1620 or 1630.

THE 2500. Introduction to Theatre
Introduction to both theatre practice and literature; survey of artists of the theatre and dramatic literature from Ancient Greece to the present. Credit, 3 semester hours.

THE 2620, 2630. Play Production (Crew Participation)
Participate as a member of one of the standard stage crews, such as wardrobe, carpentry, painting, lighting crew, sound crew, properties crew, front-of-house usher/marketing assistant, or running crew, with appropriate faculty supervision. Credit, 1 semester hour. PREREQ: THE 1620.

THE 2810. Stage Dance III
Further development of technical skills in jazz, modern, and other stage dance styles, including increased movement capabilities, rhythmic accuracy, and spatial relationships, with emphasis on aesthetic and expressive qualities that lead to performance. Credit, 2 semester hours. PREREQ: Permission of instructor.

THE 2820. Stage Dance IV
Further development of technical skills in jazz, modern, and other stage dance styles, including increased movement capabilities, rhythmic accuracy, and spatial relationships, with emphasis on aesthetic and expressive qualities that lead to performance. Credit, 2 semester hours. PREREQ: Permission of instructor..

THE 3010. Acting II: Characterization
Continued development in areas previously explored. Emphasis on the actor's instrument, including: appearance, speech and movement capabilities, emotional depths, intelligence, mind-body combination, sense of timing, sense of drama and presentational skills. These areas are explored through classroom exercises and scene and monologue work. Credit, 3 semester hours. PREREQ: THE 2010.

THE 3040. Creative Drama
Principles and practices of organizing and directing creative drama and children's theatre activities in the classroom and in the community. Credit, 3 sem. hrs. PREREQ: THE 2010 recommended.

THE 3170. Dialects for the Stage
An overview of regional American and international geographically-specific speech dialects. A series of written, recorded, and oral assignments will provide students with the ability to master specific dialects for performance on stage or film. Credit, 1 semester hour. PREREQ: THE 2010.

THE 3310. Play Direction
Study of the theory and practice of directing for the theatre; classroom theory supported by individual experience in selection and analysis of scripts, casting, rehearsal, and production. Credit, 3 semester hours. PREREQ: THE 1620/1630; THE 2010 or permission of instructor.

THE 3330. Lighting
Theories and principles of lighting design for theatrical productions. Conceptualization, communication, and execution of design ideas through script analysis, light studies, light plots, and related projects. Credit, 3 sem. hrs. PREREQ: THE 2330 recommended. PREREQ: THE 1620 or 1630.

THE 3340. Scene Design
Theory and principles of scene design for the stage. Conceptualization and communication of design ideas through renderings, models, and technical drawings. Credit, 3 semester hours. PREREQ: THE 1620 or 1630; THE 2330 recommended.

THE 3530. Theatre Management
Theory and practice of theatre management objectives including: theatre organization, season, budget, schedule, personnel, publicity, box office, and house management. Credit, 3 semester hours.

THE 3600. History of the Theatre: The Beginnings to 1642
Study of the theatre, both its physical form and literature from the beginnings to 1642. Credit, 3 semester hours. PREREQ: THE 2500 or permission of instructor.

THE 3610. History of the Theatre: 1642 to the Present
Study of the theatre, both its physical form and literature from 1642 to the present. Credit, 3 semester hours. PREREQ: THE 2500 or permission of instructor.

THE 3620, 3630. Play Production (Crew Chief)
Participate as the chief of one of the standard stage crews, such as wardrobe assistant, scenic artist,

Master Electrician, Sound Engineer, Assistant Stage Manager, Shop Foreman, Box Office Assistant, or Property Master/Mistress, with appropriate faculty supervision. Credit, 1 semester hour. PREREQ: THE 1620.

THE 4010. Acting III: Styles

Continued development in areas previously explored. Emphasis on auditioning skills, including: developing initial skill in the understanding of how to audition, cold and prepared readings, period styles and developing initial skill in the understanding and expression of formal/heightened language and movement. Credit, 3 semester hours. PREREQ: THE 3010.

THE 4020. Senior Capstone

Senior project focusing on student's personal interest in theatre. Credit, 3 semester hours. PREREQ: Declared Senior Theatre Major.

THE 4530. Directed Practicum in Advanced Theatre Problems I

Credit is earned by successful fulfillment of a contractual agreement between the student and a supervising faculty member. Credit, 1-3 semester hours. PREREQ: Declared junior or senior major, 3.0 grade point average in major, and permission of instructor.

THE 4540. Directed Practicum in Advanced Theatre Problems II

Credit is earned by successful fulfillment of a contractual agreement between the student and a supervising faculty member. Credit, 1-3 semester hours. PREREQ: Declared junior or senior major, 3.0 grade point average in major, and permission of instructor.

THE 4620, 4630. Play Production (Assistant Designer/Director)

Participate as an assistant to the faculty member by serving as Assistant Costume Designer, Wardrobe Supervisor, Assistant Set and/or Lighting and/or Sound Designer, Stage Manager, Assistant Technical Director, Assistant Marketing Director, or Assistant to the Director, with appropriate faculty supervision. Credit, 1 semester hour each. PREREQ: THE 1620.

THES 3xxx. Special Topics in Theatre

An in-depth study of a selected topic in theatre or drama determined by the expertise of the instructor and the interests of the students. Credit, 1-3 semester hours each. PREREQ: THE 1620 or 1630 or permission of instructor.

FOREIGN LANGUAGES (FRH, GER, ITL, SPN, XXX)

A student presenting two or more units in a high school language course and wishing to continue the study of that language should, after having satisfactorily passed a review of proficiency in the language, register in the course for which the student is qualified.

FRENCH (FRH)

FRH 1310, 1320. Elementary French I, II

The sequence of 1310-1320 introduces French grammar and vocabulary and some aspects of French culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Credit, 3 semester hours.

FRH 2310, 2320. Intermediate French I, II

Grammar review, translation and composition; oral practice through drill and discussion. An introduction to French civilization and literature. Credit, 3 semester hours. PREREQ: FRH 1310, 1320 or two units of high school French.

FRH 2550, 2560. French Conversation and Composition

Intensive practice in aural-oral French, based on French literature and civilization subject matter; further study of grammar, vocabulary, and idiom; further training in formal and free composition. Credit, 3 semester hours.

FRH 3210, 3220. Study of French Literature

Masterpieces of French literature from the beginning to the present as an outgrowth of French history and civilization. Credit, 3 semester hours. PREREQ: FRH 2310, 2320 or permission of instructor.

FRH 3610. French Civilization and Culture

A course designed to give students a better understanding of the history and civilization of France and other French-speaking countries and to increase their knowledge of the general French culture. Credit, 3 semester hours. PREREQ: FRH 2310 or its equivalent.

FRH 4510. Study Abroad: Study Tour in France

A trip designed to acquaint students with various aspects of French life and civilization through visits to places of historical and cultural interest. Credit, 2-7 sem. hrs. PREREQ: Consent of instructor.

GERMAN (GER)

GER 1310, 1320. Elementary German I, II

The sequence of 1310-1320 introduces German grammar and vocabulary and aspects of German culture. Aural comprehension, speaking, and writing are stressed in that order. Credit, 3 semester hours.

GER 2310, 2320. Intermediate German I, II

Grammar review, translation and composition; oral practice through drill and discussion. An introduction to German civilization. Credit, 3 semester hours each. PREREQ: GER 1310, 1320 or 2 units of high school German.

ITALIAN (ITL)

ITL 1310, 1320. Elementary Italian I, II

The sequence 1310-1320 introduces Italian grammar and vocabulary and aspects of Italian culture. Aural comprehension, speaking, and writing are stressed in that order. Credit, 3 semester hours each.

SPANISH (SPN)

SPN 1310, 1320. Elementary Spanish I, II

The sequence 1310-1320 introduces Spanish grammar and vocabulary and some aspects of Spanish culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Credit, 3 semester hours.

SPN 2310, 2320. Intermediate Spanish I, II

The sequence 2310-2320 develops increased competence in aural comprehension, speaking, reading, and writing and reviews Spanish grammar. Credit, 3 semester hours. PREREQ: SPN 1310, 1320; two units of high school Spanish; or permission of instructor.

SPN 2330. Spanish for Heritage Speakers

An intensive review of the Spanish language designed for students with extensive cultural background in the target language. Available to non-native speakers who have an extensive foreign language background. Credit, 6 semester hours. PREREQ: Permission of instructor.

SPN 2990. Spanish Phonetics and Pronunciation

Students planning to major in Spanish or receive teacher licensure in Spanish will be advised whether they need to take this course, after completing one semester of Spanish. May be taken up to three times for credit. Pass/Fail grading. Credit, 1 semester hour.

SPN 3010. Early Laboratory Experiences for Prospective Teachers

This course is designed to give prospective Spanish teacher candidates initial exposure to public schools in order to provide them with a realistic preparation for student teaching, challenge their underlying beliefs about teaching and learning, form a basis for a personal decision on teaching Spanish as a career, and build a background for further professional study and growth. Credit, 1 semester hour.

SPN 3080. Spanish Education Field Experience
Early field experiences for the Spanish education major providing observation and instructional experiences in a variety of educational settings. Development of lesson plans and instructional activities in response to the unique features of learning environments. Credit, 1 semester hour. PREREQ: SPN 2320, SPN 2330, or permission of instructor.

SPN 3110. Spanish Composition and Review of Grammar
Intensive practice in task-oriented compositions and comprehensive review of grammatical forms and usage. Credit, 3 semester hours. PREREQ: SPN 2310 and SPN 2320; SPN 2330; or permission of instructor.

SPN 3120. Spanish Conversation
Development of oral communication skills. Emphasis on use of language in everyday situations, vocabulary growth, listening comprehension, and correctness in grammar. Credit, 3 semester hours. PREREQ: SPN 2310 and SPN 2320; SPN 2330; or permission of instructor.

SPN 3150. Analytical Skills and Critical Aspects of Spanish
Students review and extend their knowledge of all basic patterns (e.g., grammar, vocabulary, sociocultural norms) of the language. They develop their oral and written skills in describing, narrating and presenting arguments. They are exposed to texts and audio-visual material that provide them with a deeper understanding of the Spanish-speaking world. Credit, 3 semester hours. PREREQ: SPN 3110 and SPN 3120; or permission of instructor.

SPN 3200. Literary Analysis and Criticism in Spanish
Through a variety of representative works of Hispanic literature, this course focuses on the discussion and practical application of different approaches to the critical reading of literary texts. We also study basic concepts and problems of literary theory, as well as strategies for research and academic writing in Spanish. Credit, 3 semester hours. PREREQ: SPN 3110, SPN 3120 and SPN 3150; or permission of instructor.

SPN 3210. Survey of Spanish-American Literature I
Masterpieces of Latin American literature from Colonization to Romanticism as an outgrowth of Latin American history and civilization. Credit, 3 semester hours. PREREQ: SPN 3200 or permission of instructor.

SPN 3220. Survey of Spanish-American Literature II
Masterpieces of Latin American literature from Post-Romanticism to the present as an outgrowth of Latin American history and civilization. Credit, 3 semester hours. PREREQ: SPN 3200 or permission of instructor.

SPN 3310. Survey of Literature of Spain I
Masterpieces of Spanish literature from Middle Ages to Golden Age as an outgrowth of Spanish history and civilization. Credit, 3 semester hours. PREREQ: SPN 3200 or permission of instructor.

SPN 3320. Survey of Literature of Spain II
Masterpieces of Spanish literature from the eighteenth, nineteenth and twentieth centuries as an outgrowth of Spanish history and civilization. Credit, 3 semester hours. PREREQ: SPN 3200 or permission of instructor.

SPN 3360. History of the Spanish Language
This course offers a panoramic study of the evolution of spoken Latin into modern Spanish. Topics covered will include: the major historical events that influenced the evolution of Spanish; phonological change; morphological and syntactic change; lexical borrowings from other languages; and semantic change. We will also study representative texts that illustrate the evolution of the Spanish language, and students will be assigned a similar text as an individual project. Credit, 3 semester hours. PREREQ: SPN 3110, SPN 3120 and SPN 3150; or permission of instructor.

SPN 3510. Study Abroad
A trip designed to acquaint students with various aspects of Latin American or Spanish life and civilization through visits to places of historical and cultural interest. Credit, 2-7 semester hours. PREREQ: Permission of department chair.

SPN 3610. Civilization and Culture of Spanish America
A course designed to give students a better understanding of the history and civilization of Spanish America and to increase their knowledge of general Hispanic cultures. Credit, 3 semester hours. PREREQ: SPN 2320 or SPN 2330 or permission of instructor.

SPN 3620. Civilization and Culture of Spain
A course designed to give students a better understanding of the history and civilization of Spain and to increase their knowledge of general Hispanic culture. Credit, 3 semester hours. PREREQ: SPN 2320 or SPN 2330 or permission of instructor.

SPN 3700. Advanced Grammar and Composition
Refinement of Spanish writing skills through exercises which enhance control of grammar, expand vocabulary, and promote greater awareness of rhetoric and critical reading. Credit, 3 semester hours. PREREQ: SPN 3150 or permission of instructor.

SPN 3710. Business Spanish
Spanish as applied to business skills such as letter writing, making reservations, billing, ordering, and using the metric system. Credit, 3 semester hours. PREREQ: SPN 3150 or permission of instructor.

SPN 4130. Topics in Colonial Spanish-American Literature
This course covers literature from the first written expressions of pre-Columbian America to the authors and works of Spanish America as a colony of Spain. Credit: 3-6 semester hours. May be repeated for a maximum of 6 credits with the change of topic. PREREQ: SPN 3700 or permission of instructor.

SPN 4140. 19th Century Spanish-American Literature
This course covers literature from the works and authors of independent Spanish America at the beginning of the 19th Century to the authors and works of Spanish American Modernism. Credit, 3 semester hours. PREREQ: SPN 3700 or permission of instructor.

SPN 4150. Contemporary Spanish-American Literature
This course covers the main literary schools, authors, and works in Spanish America from the early 20th century to the present. Credit, 3 sem. hrs. PREREQ: SPN 3700 or permission of instructor.

SPN 4230. Topics in Medieval, Renaissance, and Golden Age Literature
This course concentrates on main literary works and/or authors of Spain from the origins of Spanish Peninsular literature (XII Century) to the Golden Age (XVII Century). Credit: 3-6 semester hours. May be repeated for a maximum of 6 credits with the change of topic. PREREQ: SPN 3700 or permission of instructor.

SPN 4240. 19th Century Literature of Spain
A course that focuses on topics pertaining to the main literary schools, authors, and works in Spain from the Spanish peninsular Romanticism to Realism and Naturalism at the end of the nineteenth century. Credit, 3 semester hours. PREREQ: SPN 3700 or permission of instructor.

SPN 4250. Contemporary Literature of Spain
The main literary schools, authors, and works in Spain from the early 20th century to the present. Credit, 3 semester hours. PREREQ: SPN 3700 or permission of instructor.

SPN 4400. Methods of Teaching Spanish
Theory and applied methods and materials and evaluation procedures for teaching foreign languages

in grades K-12. Credit, 3 sem. hours. PREREQ: SPN 3700 and admission to Teacher Education Program.

SPN 4480. Professional Seminar for Pre-Service Teachers
This seminar is specifically designed to coincide with the teacher candidate internship experience. Through the seminar, teacher candidates are supported with the appropriate resources to complement their teaching experience in off-campus public school settings. Emphasis is placed on increasing students' pedagogical expertise by discussing controversial Spanish grammar topics, addressing how to integrate culture, history, and politics into lessons, developing instructional techniques that can be easily adapted to the needs of students, and addressing the needs of heritage speakers. Credit, 3 semester hours. PREREQ: Admission to professional semester. COREQ: SPN 4490.

SPN 4490. Internship for Spanish Education
Provides relevant intensive full-semester internship experiences in off-campus public school setting or settings. Requires a continuous full-time teaching experience in K-12 Spanish. Pass/Fail grading. Credit, 9 semester hours. PREREQ: Admission to professional semester.

SPN 4550. Directed Study in Spanish
Involves investigation under faculty supervision beyond what is offered in existing courses. Credit, 3 semester hours. PREREQ: Overall GPA of at least 3.00; junior or senior standing; and permission of instructor, Department Chair, and Dean.

SPN 4700. Introduction to Spanish Linguistics
An introduction to Spanish linguistics: a diachronic study of the phonological, morphemic, syntactical, semantic aspects of Spanish; dialectical and sociolectal differences in present-day Spanish. Credit, 3 semester hours. PREREQ: SPN 3700 or permission of instructor.

SPNS 4xxx. Special Topics in Hispanic Studies
Selected topics related to language, literature, film, or culture of Spain or Spanish America. Title and topic may vary from year to year. Credit, 3 semester hours. May be repeated for a maximum of 6 credits with change of topic. PREREQ: SPN 3700 or permission of instructor.

OTHER FOREIGN LANGUAGES (XXX) These courses offer students the opportunity to study a foreign language not otherwise offered in the regular UNCP curriculum.

XXX 1310, 1320. Introductory Foreign Language Study
The sequence 1310-1320 introduces the grammar and vocabulary of the language, with attendance to some aspects of the related culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Credit, 3 semester hours each.

XXX 2310, 2320. Intermediate Foreign Language Study
The sequence 2310-2320 develops increased competence in aural comprehension, grammar, translation, and composition. Credit, 3 semester hours each. PREREQ: Completion of the 1310-1320 sequence or two high school units of the specified language.

XXXS 3000. Special Topics in Foreign Language Study
In-depth study of specific topics in a foreign language, including culture, literature, linguistics, or film. Taught exclusively in the foreign language. Credit, 3 semester hours. PREREQ: Completion of at least 4 semesters in the foreign language in which the course is taught, or permission of instructor.

GRADUATE COURSES

For information about courses leading to a Master of Arts (M.A.) or Master of Arts in Teaching (M.A.T.) in English Education, see the School of Graduate Studies section of this catalog.

GEOLOGY AND GEOGRAPHY

Chair: Martin B. Farley

Jefferson B. Chaumba	Dennis J. Edgell	Amy L. Gross
Nathan Phillippi	Preston Lee Phillips	Jesse Rouse

Geography and Geology courses provide the scientific foundation for the investigation and understanding of the physical and cultural environments of the Earth and their interactions. Geography provides the basis for measurement of the physical world, the role of humankind as inhabitant of the dynamic Earth, and the spatial variation of human activity. Geology provides the basis for investigation and understanding of the Earth itself.

The curriculum of the Department of Geology and Geography is designed to fulfill multiple needs of students in learning about this dynamic environment. The B.S. in Geo-Environmental Studies is a flexible, interdisciplinary program that allows students to meet their needs in earth-centered studies. The major provides a base from multiple sciences that is important in understanding the geosciences in an environmental context. Students can choose to concentrate on geology or geography or a mix.

Additional purposes are to provide 1) courses that help all students fulfill General Education requirements; 2) courses for students seeking North Carolina Teacher Licensure in Secondary and Middle Grades Science Education; and 3) courses to broaden the knowledge of students majoring in other disciplines. Courses in Geography can be used to meet General Education requirements in Social Sciences. Courses in Geology can be used to meet General Education requirements in Natural Sciences and Mathematics.

Students in any major can minor or choose an academic concentration in geology or geography. Students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education may choose an academic concentration in either Geology or Geography.

BACHELOR OF SCIENCE IN GEO-ENVIRONMENTAL STUDIES

Requirements for a B.S. Degree in Geo-Environmental Studies		**Sem. Hrs.**
Freshman Seminar		**1**
General Education Requirements*		**44(29)**
Core Major Requirements		
BIO 1000, 3040	7	
CHM 1100, 1300	4	
GGY 1010 or 1020, 2500, 4100	9	
GLY 1000 or 1150, GLYL 1150, GLY 2620	7	
MAT 2100	3	
PLS 1000, 4225	6	
GLY 4010 or GGY 4010 or approved field course**	3	
Core Total		**39**
Courses Required for Track		**34-35**
Geoscience Track		
Geography Track		
Electives		**16-17**
		Total: 120

*Fifteen hours of General Education courses are listed separately above as specific core requirements.

** e.g., UNC-CH MAS 472, ECU Geol 4000

Geoscience Track		
CHM 1110, 1310, 2300	8	
GLY 1250, 3100, 3110, GLYL 1250	8	
MAT 2150 or 2210	4	
Choose 6 credits from 3000 or higher-level GGY or GLY	6	
Choose 9 credits from 2000 or higher-level BIO, ENV, CSC, CHM, PHY, EGR, GLY, GGY; or MAT 2220 or 3000 or higher-level MAT	9	
Geoscience Track Total		**35**
Geography Track		
GGY 2000, 2460, 2700	10	
Choose 6 credits from regional courses GGY 3700, 3720, 3770, 3780, 3790	6	
Choose 6 credits from 3000 or higher-level GGY or GLY	6	
Choose 12 credits from 2000 or higher-level AIS, ENV, SOC, CRJ, HST, PLS, WLS, GLY, or GGY	12	
Geography Track Total		**34**

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12, 6-9)

Coordinator: Mary Ash, Biology Dept.

Upon successful completion of the program of study in Science Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education	**45(33)***
Essential Standards—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	
Biology (9-12) Concentration:	**65**
See Biology Dept. for listing of course requirements.	
Chemistry (9-12) Concentration:	**65**
See Biology Dept. for listing of course requirements.	
Earth Science (9-12) Concentration:	**65**
See Biology Dept. for listing of course requirements.	
Physics (9-12) Concentration:	**65**
See Biology Dept. for listing of course requirements.	
Middle Grades Science (6-9) Concentration:	**62**
See Biology Dept. for listing of course requirements.	
Professional Studies Core	**9**
EPC 2020, 2040, 3010, 3030	
Content Pedagogy	**21-24**
SCE 3000, 3010, 3500 or 4000, 4490, 4750	
CSC 4050	
EDN 3400 (required only for the 6-9 concentration)	
	Total: 128

NOTE: Students who desire teacher licensure in Science Education should declare the major as soon as possible in their college career. Consultation with the Coordinator of Undergraduate Science Education in the Department of Biology prior to registering for General Education courses is strongly recommended.

ACADEMIC CONCENTRATIONS

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department offers two Academic Concentration options of 24-26 hours each. An Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Geography	**Sem. Hrs.**
GGY 1020 or 1010, and GGY 2500	
Choose 3 courses from the following: GGY 1150, 2000, 2060, 2460, 2620, 2700	
Choose 3 courses from the following: GGY 3290, 3700, 3720, 3780, 3790, 4010, 4040, 4100, GGYS 4xxx; GLY 3660	
	Total: 24-25

Required Courses for an Academic Concentration in Geology	**Sem. Hrs.**
GLY 1000 & GLYL 1000 or GLY 1150 & GLYL 1150; GLY 1250 & GLYL 1250	
Choose 6 courses from the following: GLY 2260, 2460, 2620, 3100, 3250, 3660, 4250, GLYS 4xxx; GGY 2500	
	Total: 26

MINORS

Required Courses for a Minor in Geography	**Sem. Hrs.**
GGY 1020 or 1010, and GGY 2500	
Choose 2 courses from the following: GGY 1150, 2000, 2060, 2460, 2620, 2700	
Choose 2 courses from the following: GGY 3290, 3700, 3720, 3770, 3780, 3790, 4010, 4040, 4100, GGYS 4xxx	
	Total: 18-19

Required Courses for a Minor in Geology	**Sem. Hrs.**
GLY 1000 & GLYL 1000 or GLY 1150 & GLYL 1150; GLY 1250 & GLYL 1250	
Choose 4 courses from the following: GLY 2260, 2460, 2620, 3100, 3250, 3660, 4250, GLYS 4xxx; GGY 2500	
	Total: 20

COURSES

GEOGRAPHY (GGY)

GGY 1010. Principles of Geography

The study of the earth's physical and human geography from a spatial perspective. Techniques and methodology to study interactions between human activities and the physical environment are emphasized. Credit, 3 semester hours.

GGY 1020. World Regional Geography

Survey of most countries and regions of the world. An examination of cultures, economies, and physical characteristics as they relate to regional development and contemporary problems in world affairs. Presents an overview of the multicultural earth. Credit, 3 semester hours.

GGY 1150. Earth Science (GLY 1150)

The same course as GLY 1150. Credit, 3 semester hours.

GGYL 1150. Earth Science Laboratory (GLYL 1150)

The same course as GLYL 1150. Credit, 1 semester hour.

GGY 2000. Cultural Geography
Concept of culture applied to the human environment. Geographical variations and evolution resulting from interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Credit, 3 semester hours.

GGY 2060. Economic Geography (ECN 2060)
Geographic analysis of the location, development and distribution of major industries, resources, agricultural products, and economic services. Study of economic development problems and prospects. Credit 3 semester hours.

GGY 2460. Weather and Climate (GLY 2460, PHS 2460)
Study of atmospheric elements and controls, weather analysis and forecasting, and air pollution issues. Also includes a survey of world climate regions and applications of climate data. Credit, 3 semester hours.

GGY 2500. Introduction to Cartography
Concepts and skills of map use and interpretation. Cartographic techniques and conventions for production of thematic maps. Basic concepts of geographic information systems and remote sensing. Credit, 3 semester hours.

GGY 2620. Environmental Geology (GLY 2620)
The same course as GLY 2620. Credit, 3 semester hours.

GGY 2700. Introduction to Geographic Information Science
An introduction to the concepts and uses of GIS technologies and GIScience concepts. Lecture topics include history of GIS, GIS data structures, sources of data, GIS tools, and applications. Lab emphasis will be on spatial data handling in a computer environment; data analysis, production, and information display for planning and decision making. Credit, 4 semester hours.

GGY 3290. Society and the Environment
A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical resources is stressed. Credit, 3 semester hours.

GGY 3312. Political Geography (PLS 3312)
An examination of how geography and politics are tied together at a variety of spatial scales and in different global locations. Includes discussions of political geography both within and between states as well as those areas beyond the states, such as the sea and outer space. Credit, 3 semester hours.

GGY 3700. Geography of Africa
Examines the historical geography, cultures and physical environments of the African continent. Analysis of current issues and study of economic development problems and prospects. Credit, 3 semester hours.

GGY 3720. North America
Analysis of physical and cultural bases of North American geographic patterns. Emphasis upon natural conditions, settlement patterns, and regional structure. Credit, 3 semester hours.

GGY 3770. Geography of American Indians
An historical and cultural geography of American Indians from the time of European contact. Will focus upon population dynamics, settlement, patterns, economic development, land use, and physical resources. Credit, 3 semester hours.

GGY 3780. Geography of Latin America
Geographical analysis of cultures and environments of Mexico, Central America, Caribbean, and

South America. Examination of demographic, political, and economic processes that shape regional development. Credit, 3 semester hours.

GGY 3790. Geography of Asia

Geographical analysis of cultures and environments of South Asia, East Asia, and Southeast Asia. Examination of demographic, political, and economic processes that shape regional development. Credit, 3 semester hours.

GGY 4010. Internship in Geography

Practical experience with a planning agency through an arranged internship. Supervision is provided by a designated official of the agency and by a member of the department faculty. Credit, 3-4 semester hours. PREREQ: Permission of instructor.

GGY 4040. Remote Sensing

Remote sensing of Earth's surface. Techniques of photography, multispectral scanning, and microwave imagery from airplane, satellite, and manned-spacecraft platforms. Image interpretation, practical applications in Earth Science, and use of remotely sensed data in Geographic Information Systems. Credit, 3 semester hours.

GGY 4100. Land Use Planning

Study of the diverse factors affecting human use of the physical environment. The roles of topography, soils, groundwater, wastewater, streamflow, wetlands, and landscape ecology in environmental land use planning will be considered in detail. Credit, 3 semester hours. PREREQ: GGY 1010 and GGY 2500.

GGY 4700. Writing in the Geosciences (GLY 4700)

Development of skill in fundamental communication in the geosciences. Students study methods of communication and research as well as practice presentations. Writing will be addressed as a process involving drafts, revisions, and peer review. Credit, 3 semester hours.

GGYS 2xxx. General Topics in Geography

This course will focus on a topic of general interest and explore its breadth. The topic will be announced in the schedule of classes. Possible topics include general methodological and topical concepts. Credit, 1-4 semester hours.

GGYS 4xxx. Special Topics in Geography

This course will focus on a topic of general interest and explore it in depth. The topic will be announced in the schedule of classes. Possible topics include regional areas or specialized fields. The course may be repeated for a maximum of 6 semester hours. Credit, 1-4 semester hours.

GEOLOGY (GLY)

GLY 1000. Physical Geology

Introduction to earth materials and processes. Topics include minerals and rocks, weathering, landscape formation by streams, glaciers and ocean waves, study of volcanoes, earthquakes and plate tectonics. Credit, 3 semester hours.

GLYL 1000. Physical Geology Laboratory

Study of common minerals and rocks; use of topographic and geologic maps. Credit, 1 semester hour. PREREQ: Current enrollment in or completion of GLY 1000.

GLY 1150. Earth Science (GGY 1150)

Includes topics in geology, oceanography, meteorology and astronomy. Minerals and rocks, volcanoes, earthquakes; ocean tides and currents, shoreline processes; atmospheric pressure, wind, precipitation, weather patterns; sky observation, solar system. Credit, 3 semester hrs.

GLYL 1150. Earth Science Laboratory (GGYL 1150)
Study of common minerals and rocks, topographic maps, climate classification, weather processes. Credit, 1 semester hour. PREREQ: Current enrollment in or completion of GLY 1150.

GLY 1250. Earth History
Geologic history of the earth as recorded in the rock record. Topics include geologic time, evolution of the atmosphere, continents and oceans, fossils, and the development of life through time. Credit, 3 semester hours.

GLYL 1250. Earth History Laboratory
Study of animal and plant fossils, environments of deposition, geologic maps. Credit, 1 semester hour. PREREQ: Current enrollment in or completion of GLY 1250.

GLY 2260. Oceanography
Ocean circulation, properties of ocean water, waves and tides, and processes of shoreline erosion and deposition. The relationship between marine processes and human use of coastal areas will be emphasized. Credit, 3 semester hours. PREREQ: GLY 1000 or GLY 1150.

GLY 2460. Weather and Climate (GGY 2460, PHS 2460)
The same course as Geography 2460. Credit, 3 semester hours.

GLY 2620. Environmental Geology (GGY 2620)
Aspects of geology related to problems arising from intensive use of the earth by modern society. The use of earth materials, energy resources and groundwater will be considered along with land use planning. Credit, 3 semester hours. PREREQ: GLY 1000 or GLY 1150.

GLY 3100. Minerals and Rocks
Study of minerals and rocks with an emphasis on origins, classification, and identification. Credit, 3 semester hours. PREREQ: GLY 1000 or GLY 1150 and concurrent enrollment in GLY 3110.

GLY 3110. Minerals and Rocks Laboratory
A survey of minerals and rocks with an emphasis on environments of origin, classification, textural features, and identification. Laboratory stresses mineral and rock identification and typical associations. Credit, 1 semester hour. PREREQ: GLY 1000 or GLY 1150 and concurrent enrollment in GLY 3100.

GLY 3250. Paleontology
Study of fossil invertebrates, vertebrates and plants with emphasis on evolutionary trends. Credit, 3 semester hours. PREREQ: GLY 1250, GLYL 1250, and BIO 1000.

GLY 3660. Geomorphology
Advanced study of land forms-fluvial, solution, glacial, marine, eolian, volcanic, and structural. History of geomorphic theories and regional land forms will also be covered. Credit, 3 semester hours. PREREQ: GLY 1000 or GLY 1150.

GLY 4010. Geology Internship
Practical experience with a consulting firm, university, museum, or government agency through a planned internship. Supervision is provided by a designated member of the firm, university, or agency and by a member of the departmental faculty. Credit, 3 sem hrs. PREREQ: Departmental approval.

GLY 4150. Geology Field Trip
Field trip to selected geologic sites to increase appreciation and understanding of geologic, biologic, and cultural resources in areas outside of the UNCP community. A fee is charged to cover travel expenses. Course may be taken for credit up to 3 times. Credit, 1 - 3 semester hours. PREREQ: GLY 1150.

GLY 4250. Stratigraphy and Sedimentology
Study of environments of deposition of sediments and stratigraphic principles including facies and correlation. Classic examples from the geologic record will be used. Credit, 3 semester hours. PRE-REQ: GLY 1250.

GLY 4700. Writing in the Geosciences (GGY 4700)
Development of skill in fundamental communication in the geosciences. Students study methods of communication and research as well as practice presentations. Writing will be addressed as a process involving drafts, revisions, and peer review. Credit, 3 semester hours.

GLYS 2xxx. General Topics in Geology
This course will focus on a topic of general interest and explore its breadth. The topic will be announced in the schedule of classes. Possible topics include general methodological and topical concepts. Credit, 1-4 semester hours.

GLYS 4xxx. Special Topics in Geology
This course will focus on a topic of general interest and explore it in depth. The topic will be announced in the schedule of classes. Possible topics include dinosaurs, natural disasters, etc. The course may be repeated for a maximum of 6 semester hours. Credit, 1-4 semester hours.

HISTORY

Chair: Robert W. Brown

Ryan K. Anderson[1]
Weston F. Cook, Jr.
Jeffrey K. Lucas[3]
J. Mark Thompson
Charles E. Beem[2]
Bruce J. DeHart
Jaime A. Martinez
Scott C. Billingsley[4]
Jeffrey J. Frederick
Rose Stremlau

[1]American Studies Minor Coordinator
[2]British Studies Minor Coordinator
[3]Social Studies Education Undergraduate Coordinator
[4]Social Studies Education Graduate Director

History is an intellectually liberating discipline and a core component of a liberal arts education. Through the study of the political, social, and cultural aspects of the modern world and the rise, flourishing, and decline of major civilizations in the past, an individual gains insight into the shared experiences and achievements of humanity, acquires a perspective broadened by the study of peoples at different times and in different places, and develops analytical modes of thought. The study of History thus enables the individual to understand the perennial issues confronting human beings living in society, making more likely an informed, reasoned, and intelligent response to these problems.

The Department offers programs of study for students interested in virtually any career or profession. It provides a solid foundation for those who wish to teach History or the Social Studies and for the study of History at the graduate level. Courses offered by the Department likewise provide an excellent background for students who wish to study law, enter military or government service, or seek employment in other professions or the business world. History is thus an ideal major for the student seeking a liberal arts education rather than specific job training.

Programs of study offered by the Department of History include a major and a minor in History, a licensure program in Secondary or Middle Grades Social Studies Education, and an Academic Concentration in History for prospective teachers. The Department also coordinates minors in American Studies, British Studies and Asian Studies. At the Graduate level, the Department offers the M.A. degree and coordinates the M.A.T. degree in Social Studies Education.

Each History major or licensure candidate is assigned an advisor who helps the student plan and approves his or her program of study.

Students planning graduate study in History should acquire a reading knowledge of one modern foreign language and take History 4510 (Senior Seminar).

Additional information about the History department and its programs is available on the Department's Web Page (http://www.uncp.edu/history/).

BACHELOR OF ARTS IN HISTORY

Requirements for a Bachelor of Arts Degree in History		**Sem. Hrs.**
Freshman Seminar		1
General Education Requirements*		44
Major Requirements		39
Basic History (1000 and 2000 level courses)	12	
Four courses from HST 1010, 1020, 1100 or 1110, 1140, 1150		
Advanced History (3000 and 4000 level courses)	27	
Option 1: HST 3000; Two courses each from the American and European areas; one course from the Asian, African, and Latin American area; HST 3000; Topics course (HSTS) or HST 4510; and two electives.		
Option 2: Approval of Contract by the Chair: HST 3000, Topics course (HSTS), HST 4510; 6 approved 3000-4000 level electives.		
Electives		36
		Total: 120

* Six semester hours of history can be counted under General Education.

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12, 6-9)

Coordinator: Jeffrey K. Lucas

Upon successful completion of the program of study in Social Studies Education and related requirements, graduates are eligible for a Standard Professional I license to teach secondary or middle grades social studies in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education*	**46(28)***
Essential Standards (*18 semester hours of Social Sciences and History may also count toward General Ed)	**60**
Basic History: HST 1010, 1020, 1140, 1150	
Seminar in History: HST 3000	
Advanced History (all must be at the 3000 or 4000 level): HST 3170; HSTS 4xxx or HST 4510; United States & Canadian History – 6 hours; Asian, African & Latin American History – 6 hours; European History – 6 hours	
Social Sciences : ECN 1000; SOC 1050; SOC 2090 or PSY 1010; GGY 1010, or 1020, or 2000; PLS 1010 Social Science Guided Electives – 6 hours	
Professional Studies Core	**12**
EDN 2100, 3130, 3140, SED 3310	
Content Pedagogy	**24**
SSE 3000, 3650, 4000, 4480, 4490; CSC 4050	
General Electives	**4**
	Total: 128

NOTE: Students who desire teacher licensure in Social Studies Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

ACADEMIC CONCENTRATION

Academic Concentration in History

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the History Department offers an Academic Concentration in History. This Academic Concentration is available to other students, regardless of major. This Concentration of 24 semester hours offers the prospective teacher both breadth and depth of study. The required Core Courses (15 semester hours) in American History, North Carolina History, and World Civilizations I and II provide a solid foundation of knowledge. The Elective Courses (9 semester hours) provide each student with the opportunity to select advanced History courses in areas of personal or professional interest. Six semester hours of this Academic Concentration count toward the University's General Education requirements. Students seeking licensure to teach in the public schools of North Carolina are encouraged to select courses dealing with modern history.

Requirements for an Academic Concentration in History	**Sem. Hrs.**
Required Core Courses	**15**
HST 1010, 1020, 1140, 1150, 3170	
Elective Courses–The student chooses, **with the consent of his/her advisor**, three (3) courses from the following: HST 3050, 3060, 3100, 3140, 3150, 3160, 3210, 3230, 3270, 3290, 3320, 3410, 3440, 3610, 3620, 3720, 3730, 3740, 3750, 3800, 3820, 3840, 3860, 3940, 4070, 4100, 4130, 4210, 4220, 4270, 4300, 4320, 4330, 4450, and 4460.	**9**
	Total: 24

MINORS

Requirements for a Minor in History **Sem. Hrs.**

18 hours of history, of which 12 hours must be in 3000- and 4000-level courses.

Total: 18

Requirements for a Minor in American Studies **Sem. Hrs.**

Core Requirements* 9
HST 1010, HST 1020, AST 2010

Cultural Studies Elective Courses** 9
One course (3 hours) from History: AIS 3600; HST 3040, 3050, 3060, 3100, 3140, 3150, 3160, 3170, 3260, 3410, 3610, 3620, 3800, 3820, 4040, 4050, 4060, 4070, 4100, 4130, 4360
One course (3 hours) from Arts and Literature: AIS 3400; ART 3750; ENG 3100, 3130, 3140, 3440, 3470, 4230/4240; Music: Special Topics; Philosophy and Religion: PHI–Special Topics only, REL 4150; Theatre: Special Topics
One course (3 hours) from Social Sciences***: AIS 4020, 4050, 4250, 4600; Geology/Geography 3720, 3770; PLS 3010, 3020, 3040, 3050, 3060, 3100, 3110, 3120, 4020 (please see the current Academic Catalog for prerequisites); SOC 3820, 3870, 3880; Mass Communication: JRN-3170, Special Topics

Total: 18

*It is strongly suggested that students complete HST 1010/1020 prior to enrolling in AST 2010.

**A student must draw on classes from at least two different departments to satisfy the Cultural Studies Elective requirement. Permission to include special topics courses from any department requires permission of the American Studies Coordinator or Department of History Chair prior to registration.

***Please see "Courses Accepted for Credit toward the Completion of the Minor in American Studies" on the Department of History webpage [http://uncp.edu/history/degrees/] for accepted courses and consult with the American Studies Coordinator.

Requirements for a Minor in Asian Studies **Sem. Hrs.**

Core Requirements 6
HST/PSPA/PHI 1200 and one of the following:
HST 1140, HST 1150, ECN 2410

Guided Electives: Four courses from at least two different departments, with a minimum of three 3000/4000-level courses 12
Economics, Finance, and Decision Sciences: ECN 2410, 4060, 4400, FIN 4210
English: ENG 2180, 3170, ENGS 33xx (Asian theme required)
History: HST 3440, 3450, 3720, 3730, HSTS 4270
Philosophy and Religion: REL 2160, 3420, 3430, REL/HST 3028, REL/HST 3029, PHI/REL 4500
Politics: PLS 3010, 3750
Sociology and Criminal Justice: SOC 3160, SOCS 4480

Total: 18

Requirements for a Minor in British Studies	Sem. Hrs.
Core Requirements	6
HST 2140; ENG 2470 or 2480	
Guided Electives: Four courses from at least two different departments, with a minimum of three 3000- or 4000-level courses	12
History: HST 4170, 4410, 4420, 4430, 4510**	
English: ENG 2470*, 2480*, 3110, 3120, 3150, 3160, 3420, 3900, 4570; ENGS 2xxx***, 33xx***, 4xxx***	
Philosophy and Religion: PHI 2040	
(Other courses focusing on Britain may be approved by the program coordinator.)	
	Total: 18

*if not used as a core course **when offered as a British history topic
***when offered as a British literature topic

COURSES

AMERICAN STUDIES (AST)

AST 2010. An Introduction to American Studies

An introduction to the field of American Studies through invesrigation of major works, through the examination of important issues, and through the interpretation of the various methods and approaches used in the study of the development of American history and culture. Exploration of the theme of a national culture will be central to this course. Credit, 3 sem. hrs.

AST 4010. American Studies Senior Seminar

A capstone course through which American Studies majors are able to bring together, assimilate, and synthesize information learned from their core and interdisciplinary courses. Students will be provided a more in-depth study of the theories, methodologies, and literature in the field, as well as an opportunity to apply their own knowledge and understanding to a variety of topical issues. Credit, 3 semester hours.

HISTORY (HST)

GENERAL EDUCATION COURSES

HST 1010. American Civilizations to 1877

A survey of the major political, economic, social, and cultural developments in the United States to 1877, with some attention to Canada. Credit, 3 semester hours.

HST 1020. American Civilizations since 1877

A survey of the major political, economic, social, and cultural developments in the United States since 1877, with some artention to Canada. Credit, 3 semester hours.

HST 1030. Introduction to African-American History

This course will provide students with a survey of the experiences of peoples of African descent in the Americas, with special focus on the United States, Brazil, and the Caribbean. Major comparative themes will include the origins and development of plantation slavery, the process of abolition, and struggles for economic and political equality after emancipation. In addition, students will explore diverse African American religious, literary, and musical traditions. Credit, 3 semester hours.

HST 1100. History of the American Indian to 1865 (AIS 1100)

A survey of North American Indian history from arrival in the Western Hemisphere to 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Credit, 3 semester hours.

HST 1110. History of the American Indian since 1865 (AIS 1110)

A survey of North American Indian history since 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Credit, 3 semester hours.

HST 1140. World Civilizations to 1500

A survey of the birth and diffusion of world civilizations from "pre-history" to 1500, with attention to major cultural, social, economic, and political trends within each civilization. The emergence of European civilization is set within a larger framework of civilizations in Africa, Asia, and Latin America, and interactions between or among civilizations are stressed. Credit, 3 semester hours.

HST 1150. World Civilizations since 1500

A survey of world civilizations from 1500 to the present, with attention to major cultural, social, economic, and political trends within each civilization. Emphasis is given the interaction between an expanding European civilization and non-Western civilizations in Africa, Asia, and Latin America. Credit, 3 semester hours.

UNITED STATES AND CANADIAN HISTORY

HST 3040. Jacksonian America

This course explores life in the United States between 1815 and 1848, tracing the origins of economic, political, and social trends that shaped the country well into the twentieth century. Main areas of inquiry include early industrialization, the growth of a nationwide transportation network, the emergence of a popular political culture and flourishing two-party system, the origins of a distinct middle-class identity and lifestyle, religious and social reform, the expansion of slavery, and the causes and consequences of "Manifest Destiny." Credit, 3 semester hours.

HST 3050. The American Colonies

This course examines British North America from the founding of its colonies to the conclusion of the French and Indian War. It focuses on Britain's exploration and settlement of North America, the Anglo-American relationship, the forces shaping the colonies' development, the evolution of American politics, the impact of war, and the nature of intellectual and spiritual life. Credit, 3 semester hours.

HST 3060. Revolution and the Young Republic

Between 1763 and 1815, Americans fought two major wars, won their independence, established one national government only to replace it by another, expanded rapidly into the west, and laid the foundation for a lasting democracy. This course examines the origins and impact of the American Revolution, constitution and nation-making, the evolving political culture, and the meaning of the Revolution for various groups in the early republic. Credit, 3 semester hours.

HST 3100. Civil War and Reconstruction

The course addresses the pivotal events in the two decades before the first shot of the Civil War was fired, the military, political, and social history of the Civil War, and the aftermath of emancipation in the southern states. In addition, attention is paid to the Reconstruction era when the southern states constructed new governments and reentered the Union. Credit, 3 semester hours.

HST 3140. The Gilded Age and Progressivism

In the years 1877-1929, the United States initiated a rapid transition form an agricultural nation to an industrialized one. This course will examine the construction of railroads, the rise of business tycoons, eruptions of labor unrest, and the arrival of millions of European immigrants. Two significant political movements, Populism and Progressivism, emerged to grapple with these changes and greatly influenced subsequent political ideas. Credit, 3 semester hours.

HST 3150. War, Prosperity, and Depression, 1912-1945

An analysis of political, economic, and social conditions from 1912-1945. Credit, 3 semester hours.

HST 3160. Recent America, 1945-Present
An analysis of political, economic, and social conditions since 1945. Credit, 3 semester hours.

HST 3170. History of North Carolina
A study of selected phases of the development of North Carolina from its colonial beginnings to the present. Credit, 3 semester hours.

HST 3260. Indians of the Southeast (AIS 3260)
A thorough examination of the history, culture, interaction, and present condition of the major tribes of southeastern America. Credit, 3 semester hours.

HST 3410. U.S. Economic History (ECN 3410)
A thematic study of the economy of the United States from colonization to the present. Credit, 3 semester hours.

HST 3610. African-American History to 1863
The course begins with a discussion of modern slavery and its introduction into the Western Hemisphere with special emphasis on the continent of North America. In addition, it examines the differing patterns of slavery in the north and south, slave revolts, and slave culture until Emancipation in 1863. Credit, 3 semester hours.

HST 3620. African-American History from Emancipation to the Present
The course starts with the Emancipation Proclamation and traces the triumphs and challenges encountered by African Americans during Reconstruction and studies the emergence of Jim Crow legislation in the South. Attention is also devoted to the creation of various civil rights organizations and leaders, key Supreme Court decisions, federal laws, and the turbulent decade of the 1960s, and the modern civil rights movement. Credit, 3 semester hours.

HST 3800. Women and the Development of U.S. Society
An examination of the field of women's history and a study of significant aspects of women's participation in the social, economic, and political development of the United States from colonization to 1870. Credit, 3 semester hours.

HST 3820. Growing Up American
An historical investigation of continuity and change in childhood as a life stage, with emphasis on patterns in the experience of growing up in the United States and the social construction of adolescence during the 20th Century. Credit, 3 semester hours.

HST 3940. History of Canada
A study of Canada from the early explorations and settlements to the present with special emphasis on the French and British in Canada, the advance from self-government to Confederation, and the relations of Canada with the United States and the British Commonwealth. Credit, 3 semester hours.

HST 4040. History of the Old South
This course traces the contours of the Old South from the Colonial Period to the end of the Civil War. Included are conceptualizations of race, class, gender, religion, and cultural meaning. Credit, 3 semester hours.

HST 4050. History of the New South 1865-1980
This course traces the contours of the New South from the end of the Civil War to the emergence of the New South. Included are conceptualizations of race, class, gender, religion, and cultural meaning. Credit, 3 semester hours.

HST 4060. U.S. Military History (MSC 4210)
An historical study of United States military operations, policies, institutional growth, and administrative and technological developments from colonial times to the recent past. Credit, 3 semester hours.

HST 4070. Women in U.S. History, 1870-Present

A study of significant aspects of continuity and change in the lives of U.S. women since 1870, including the structure of the female life cycle, women's legal status, educational opportunities, health and beauty, social concerns and activism, paid and unpaid labor patterns, and societal concerns about women. Credit, 3 semester hours.

HST 4100. Themes in U.S. Social History

A thematically-organized study of the methods and questions of social history, an historical subfield which examines the lives of ordinary people and analyzes the diversity of their experiences. Topics are selected to incorporate themes central to social historians' research: social stratification, community, region, and citizenship. Credit, 3 semester hours.

HST 4120. History of Sexuality

This course explores the historical construction of prescribed notions of gender and sexuality, and can be focused on American, European, Asian, and other non-western societies or a combination of the above. By examining a variety of written, video, and audio textual sources, the course objectives consist of gaining a greater understanding of how prescribed sexual norms have been socially constructed and how these ideals defining acceptable and respectable sexual behavior have changed over time and vary among distinct social groupings. The course will also explore the intersection of class, race, and gender by examining how these have blended together to shape sexual behavior and attitudes. Credit, 3 semester hours.

HST 4130. History of U.S. Foreign Policy

A study of the major trends, issues, and problems in U.S. foreign policy. Credit, 3 semester hours.

HST 4250. Indigenous Women (AIS 4250)

An interdisciplinary study of the historical and contemporary experiences of Indigenous women, focusing on but not limited to Native women in North America. Course will examine Native women's community roles and cultural practices prior to and since colonization and will privilege Native women's perspectives in course texts. Credit, 3 semester hours.

HST 4360. American Political History

This course traces the contours of American political history from the birth of the Republic through modern media-driven politics. Discussion includes party formation, electoral and programmatic politics, and conceptualizations of race, class, gender, and religion. Credit, 3 semester hours.

HST 4650. Indian Residential and Boarding School Narratives (AIS 4650)

An in-depth study of the Canadian Indian residential school and American Indian boarding school experience, focusing on autobiographical narratives by Indigenous authors who experienced life in these schools. Course incorporates a range of authors, perspectives, and genres to contextualize colonial institutional polices aimed at "civilizing" Indian "savagery," and forms of Indigenous resistance, accommodation, healing, and cultural survival. Credit, 3 semester hours. PREREQ: AIS 1010, AIS/HST 1100 or 1110, AIS/ENG 2200 or 3440, or permission of instructor.

EUROPEAN HISTORY

HST 2140. Introduction to British Studies

This course offers an inter-disciplinary study of the broad topic of British Studies. It examines and discusses a number of texts concerned with and describing the religious, cultural, literary, and social evolution of Great Britain within the context of an historical survey. Credit, 3 semester hours.

HST 3210. Ancient History

A survey of ancient history from the beginnings of civilization to A.D. 500. Credit, 3 sem. hrs.

HST 3230. The Middle Ages

A survey of the development of western cultures from the fall of Rome to the Renaissance. Credit, 3 semester hours.

HST 3270. Early Modern Europe, 1500-1789
A survey of European history from the Renaissance to the French Revolution. Credit, 3 sem. hrs.

HST 3290. Revolution, Liberalism, and Nationalism in Europe, 1789-1914
A survey of European civilization from the French Revolution to the outbreak of the First World War. Credit, 3 semester hours.

HST 3320. Twentieth Century Europe
A study of conflict and cooperation in an era of global war, with emphasis on the interaction of democracy, communism, fascism, and imperialism. Credit, 3 semester hours.

HST 3370. Modern European Economic and Social History
A survey of the European economy and social classes from the birth of capitalism to the present. Credit, 3 semester hours.

HST 4120. History of Sexuality
This course explores the historical construction of prescribed notions of gender and sexuality, and can be focused on American, European, Asian, and other non-western societies or a combination of the above. By examining a variety of written, video, and audio textual sources, the course objectives consist of gaining a greater understanding of how prescribed sexual norms have been socially constructed and how these ideals defining acceptable and respectable sexual behavior have changed over time and vary among distinct social groupings. The course will also explore the intersection of class, race, and gender by examining how these have blended together to shape sexual behavior and attitudes. Credit, 3 semester hours.

HST 4170. History of Modern Britain
This course examines the constitutional and political, social, and cultural evolution of the United Kingdom from 1714 to the present. Credit, 3 semester hours.

HST 4210. History of Modern Germany, 1866 to the Present
An analysis of German history from Bismarck to the present, with special emphasis on the unification of Germany, the two world wars, the Nazi Revolution, and the problem of a united Germany. Credit, 3 semester hours.

HST 4220. The Second World War
A thorough investigation of the origins and course of the Second World War in both the European and Pacific Theaters, with emphasis on the ideological, diplomatic, strategic and military developments that shaped the conflict. Credit, 3 semester hours.

HST 4270. Modern European Cultural History
A study of the lives and works of selected thinkers, writers, and artists who represent the European cultural and intellectual tradition from the Renaissance to the present. Emphasized are the Renaissance, the Reformation, the Enlightenment, movements of thought during the 19th century, and the crisis of European culture which begin at the end of the 19th century. Credit, 3 semester hours.

HST 4300. Nazi Germany (1933-1945)
An interdisciplinary history and analysis of Nazi Germany (1933-1945), emphasizing aspects of political, social, cultural, and intellectual life as well as the legacy of Nazism, including historiography. Credit, 3 semester hours.

HST 4320. A History of Imperial Russia from 1682 to 1917
An examination of Russia's political, social, economic, and cultural development from the reign of Peter the Great to the fall of the Romanovs in February 1917. Credit, 3 semester hours.

HST 4330. A History of Russia Since 1917
An examination of Russia's development from the 1917 revolution to the present day, with special emphasis on Leninism, Stalinism, and post-Stalinism. Credit, 3 semester hours.

HST 4410. History of Medieval Britain
This course examines the constitutional, political, social, and cultural evolution of the British Isles from the Roman occupation to the advent of the Tudor Dynasty (43-1485). Credit, 3 sem. hours.

HST 4420. History of Tudor and Stuart Britain
This course examines the political, religious, and cultural processes occurring from 1485 to 1714 that transformed Britain from a medieval to a modern nation. Credit, 3 semester hours.

HST 4430. History of the British Empire
This course examines a number of historical facets related to the rise, maintenance, and fall of the British Empire. Texts and lectures include the historical voices of the colonized and the colonizers. Credit, 3 semester hours.

ASIAN, AFRICAN, AND LATIN AMERICAN HISTORY

HST 1200. Introduction to Asian Studies (PSPA 1200/PHI 1200)
An introduction to the field of Asian Studies through an interdisciplinary perspective combining history, politics, economics, philosophy, and culture using a variety of theories, methodologies, and sources (textbook, book chapters, articles, literature). The course focuses on East Asia (China, Japan, Korea) but will also include India, Southeast Asia, and other countries. Credit, 3 semester hours. PREREQ: C or better in ENG 1050

HST 3028. Cultural and Religious History of China (REL 3028)
The course introduces students to the diverse religious traditions of China within the context of Chinese culture, in particular the interaction between religion, culture, and society throughout the nation's history. It reviews (1) the major concepts and ideas of each religion; (2) the historical background of the emergence or transmission of each religion; and (3) some facets that religions played out in the cultural and political life of China. Credit, 3 semester hours.

HST 3029. Cultural and Religious History of Korea and Japan (REL 3029)
The course introduces students to the diverse religious traditions of Korea and Japan: Confucianism, Buddhism, Shamanism, Christianity, Shintoism, and various new religions. The course considers these traditions within the context of their culture, in particular the interaction between religion, culture, and society throughout the history of the two countries. The course reviews (1) the major concepts and ideas of each religion; (2) the historical background of the emergence or transmission of each religion; and (3) some facets that religions played out in the cultural and political life of Korea and Japan. Credit, 3 semester hours.

HST 3440. History of Modern East Asia
A history of China, Japan, and Korea, with special attention to the problems of modernization. Credit, 3 semester hours.

HST 3450. The United States and East Asia
A study of the major factors and the processes concerning American involvement in the Far East from the beginning of the Republic to the present; to include the nature of the international system in the Far East and changing American interest and policies in the region. Credit, 3 semester hours.

HST 3720. History of South Asia
A study of the Indian subcontinent with an emphasis on cultural, social, and economic aspects; the Moslem and Mogul eras; the British period; and events since 1945. Credit, 3 semester hours.

HST 3730. Comparative Asian Civilizations
A comparative survey of the development of Asian civilizations from the Neolithic Age to the present. Credit, 3 semester hours.

HST 3740. History of Islam
An historical study of the development and growth of Islam from its origins to the present with an

emphasis on its expansion into Asia, North Africa, sub-Sahara Africa, and Eastern Europe. Credit, 3 semester hours.

HST 3750. History of Sub-Sahara Africa

An exploration of the political, social, and economic history of sub-Sahara African civilizations from antiquity to the present. Credit, 3 semester hours.

HST 3840. Colonial Latin America

An examination of the Spanish and Portuguese Empires in the Western Hemisphere through the wars for independence. Credit, 3 semester hours.

HST 3850. Indians of Latin America (AIS 3240)

A study of the history, culture and contemporary achievements of the Indians residing south of the Rio Grande. Credit, 3 semester hours.

HST 3860. Latin America Since Independence

An examination of Latin America from Independence to the present. Emphasis will be placed on the historic antecedents of current events and Latin America's place in world affairs. Credit, 3 sem. hrs.

HST 3870. Modern Mexico

A study of Mexican history since 1810, with particular attention to the U.S.-Mexico War (1846-48), the Reform of the 1850s, the era of President Porfirio Diaz (1876-1911), the Revolution (1910-1920), the post-revolutionary period, and the massacre of Tlatelolco of October 2, 1968 as well as its aftermath. The course focuses on the continuous interplay of race, class, gender, religious syncretism, and the Mexican peoples' indefatigable struggle against oppression and exploitation. Credit, 3 semester hours.

HST 4450. Pre-Modern Middle East

A history of the Middle East from 500 to 1730 AD. Significant topics will include the birth of Islam, the Arab empires, Medieval political, economic, and intellectual developments, the Crusades, the rise of the Ottoman and Safavid Empires, and the impact of European modernization on the early modern Middle East. Credit, 3 semester hours.

HST 4460. History of the Modern Middle East

A study of the major trends and issues in the Middle East in the modern world. Credit, 3 semester hours.

SEMINARS IN HISTORY

HST 3000. Introduction to the Study of History

An introduction to key historical concepts and skills, such as the nature and types of History; historical periodization; the reading and analysis of primary and secondary sources; research, writing, and documentation styles; the basic use of computers for historical research and writing; and History as a profession. The course is required for History majors, and it should be taken as soon as possible after the major is declared. Credit, 3 semester hours.

HST 4510. Senior Seminar

A study of special problems in a selected area of history with emphasis on historiography, methods, research, and writing skills. Credit, 3 semester hours. PREREQ: 2.0 QPA in history courses taken, and completion of 15 hours of advanced history courses.

TOPICS IN HISTORY

HSTS 4xxx. Topics in History

Each of these courses will focus on a topic of general interest and explore it in detail; the topic will be announced in the schedule of courses. Possible topics include: Revolution in the Modern World; Hitler and Nazi Germany; and the American Civil War. Students may take only one course on the same topic for credit. For a list of all topics courses, see the Department Chair. Credit, 3 semester hours.

SPECIAL ADVANCED COURSES

HST 3700. Introduction to Public History

An introduction to the operation and problems of historical agencies, problems of preservation and exhibition, archives management, historical editing and publishing, historical sites, and the techniques and processes of public history. Credit, 3 semester hours. PREREQ: Permission of instructor.

HST 3990. Directed Reading in History

Directed reading under the guidance of instructor. Credit, 1-3 semester hours. PREREQ: Permission of instructor, completion of all lower division history requirements, and six hours of advanced history.

HST 4020. Colloquium: Selected Topics in American History

An investigation into selected topics in American history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Credit, 3 semester hours. PREREQ: Permission of instructor.

HST 4260. Colloquium: Selected Topics in European History

An investigation into selected topics in European history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Credit, 3 semester hours. PREREQ: Permission of instructor.

HST 4550. Historical Sites Study

A conducted tour of selected historical sites with an emphasis on a particular period or geographical area of history. Cannot be used to satisfy requirements for history major. Credit, 2-6 semester hours. PREREQ: Permission of instructor.

HST 4830. Workshop: Selected Topics in History

A workshop designed to assist pre-service and in-service teachers in expanding their conceptual understanding of a selected topic in history. Instruction will center on an in-depth investigation of the announced topic; special attention will be given to the problem of relating the announced topic to the secondary Social Studies curriculum in North Carolina. Credit, 3 semester hours.

HST 4990. Independent Study in History

Directed reading and research under the guidance of the instructor in a specific area or problem in history. Scheduled only with the approval of the Chair of the Department. Credit, 1-3 semester hours. PREREQ: Permission of the Department.

SOCIAL STUDIES EDUCATION (SSE)

The courses in Social Studies Education are designed to help prospective teachers develop the competencies needed in the classroom. These courses should be taken only after the student has given careful consideration to career objectives. The Social Studies Education courses are not history courses; they cannot be used to meet history requirements.

SSE 3000. Introduction to Teaching Social Studies

A survey of past and present trends in social studies education; an introduction to the social studies curriculum and instructional technology, including current computer applications; and a minimum of 25 hours of early field experiences for prospective social studies teachers. Credit, 3 semester hours. PREREQ: EPC 2020 and 15 semester hours in history and social sciences with a minimum QPA of 2.5. *Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.*

SSE 3650. Content and Techniques of Social Studies

A comprehensive study of the nature, scope, objectives, source materials, and methodologies of the social sciences that comprise social studies education (anthropology, economics, geography, history, political science, and sociology). The student is required to review representative print, audio, and

software curriculum materials and integrate the concepts, sources, methods, and technologies appropriate for the 6-9 or 9-12 social studies curriculum. Credit, 3 semester hours. PREREQ: EPC 2020, fifteen semester hours in history and social sciences with a minimum QPA of 2.5, and formal admission to the Teacher Education Program or permission of the instructor. *Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.*

SSE 4000. Methods of Teaching Social Studies (EDN 4000)

Materials and basic teaching strategies employed in teaching social studies. Credit, 3 semester hours. PREREQ: SSE 3000, 3650 and 30 hours in history and social sciences with a minimum QPA of 2.5. *Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.*

SSE 4480. Internship in Social Studies in the Secondary School

Provides continuous full-time teaching internship experiences in an off-campus public school setting. Pass/Fail grading. Credit, 6-9 semester hours. PREREQ: SSE 4000, enrollment in SSE 4490, and a minimum QPA of 2.5. *Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.*

SSE 4490. SSE Internship Seminar

Middle Grades and Secondary Social Studies Education students participate in a continuous dialogue with their classmates and the instructor about the internship experience. The dialogue consists of the sharing of experiences in the context of student teaching; issues ranging from curricular concerns to classroom management; weekly lesson plans and reflections; problems and successes vis-à-vis the Teacher Candidate Work Sample; professionalism; and entering the teacher job market. Credit, 3 semester hours. PREREQ: Enrollment in SSE 4480 and a minimum QPA of 2.5. *Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.*

GRADUATE COURSES

The Department of History coordinates Master of Arts (M.A.) and Master of Arts in Teaching (M.A.T.) degree programs in Social Studies Education and offers graduate courses in Social Studies Education and History for these and other graduate programs. See the Graduate Programs section of this catalog for a description of these programs and courses.

MASS COMMUNICATION

Chair: Jason Hutchens

Anthony R. Curtis, Judith Curtis, Terence Dollard, George Harrison, Jamie Litty, Dandan Liu, Sara Oswald

The Department of Mass Communication combines into a single liberal arts program tracks in Broadcasting, Print Journalism, and Public Relations.

Students will choose academic courses in the specific track selected—Broadcasting, Journalism, or Public Relations—and enjoy opportunities to become involved with WNCP-TV, the University's public affairs television station, or *The Pine Needle*, the campus newspaper.

All students enrolled in the Mass Communication program take 15 hours of core major courses, including an internship in their track.

BACHELOR OF SCIENCE IN MASS COMMUNICATION

Requirements for a Bachelor of Science Degree in Mass Communication (Broadcasting, Journalism, Public Relations)	**Sem. Hrs.**
Freshman Seminar	1
General Education Program	44
Core Major Courses: MCM 2100, 2400, 4050, 4130, 4360	15
Courses required for Track*	18-24
Electives	36-42
	Total: 120

***Broadcasting Track**

BRD 1600, 1610, 1620, 2610, 2600, 3600, 4600, 3150, 3130 or 3140

Total: 21

***Journalism Track**

JRN 3010, 3050, 3060, 3170, 3200, 3400, 4100, 4600

Total: 24

***Public Relations Track**

PRE 2200, 3500, 4070, 4090, 4200, 4600

Total: 18

MINORS

Requirements for a Minor in Broadcasting

Required Courses: MCM *2100, *2400; BRD 1600, 1610, 1620, 2600, 3150	17
Elective: 3 additional hours from the following: BRD 2800, 3130, 3140, 4160, 4200; MUS 3580	3
	Total: 20

Requirements for a Minor in Journalism

Required Courses: MCM *2100, *2400; JRN 3010, 3060, 3400	15
Elective: 3 additional hours from the following: JRN 3050, 3090, 3170, 3200, 3250, 4050, 4100, 4200, 4600	3
	Total: 18

Requirements for a Minor in Public Relations Communication

Required Courses: MCM *2100, *2400; PRE 2200, 4070, 4200	15
Elective: 3 additional hours from the following: PRE 2700, JRN 3010, 3200, PRE 3450, 3500, 4090, 4150, 4600	3
	Total: 18

*MCM majors must take an additional 6 hours of BRD, JRN, or PRE courses, depending upon the minor, to compensate for MCM 2100 and 2400 already applied to their major.

Requirements for a Minor in Media Integration Studies

Required Courses: ART 1450, BRD 3800, 4580, 4800	12
Electives: 6 additional hours (2 courses) from the following: PHI 1020, SOC 2200, ENG 2900, MCM 2100, ART 2500, BRD 2800, MUS 3580	6
	Total: 18

COURSES

MASS COMMUNICATION (MCM)

MCM 2100. Introduction to Mass Communication

Examination of channels used to communicate with mass audiences in the United States, with emphasis on developments in books, newspapers, magazines, film, radio, television, and the World Wide Web. Includes news, advertising, public relations, New Media, and global communications concepts and the social, cultural, political, and economic impacts of media on society. Controls on media will be described, and media theories will be explored. Credit, 3 semester hours

MCM 2400. Writing for the Media

An introduction to mass media writing formats, styles, and conventions for print journalism, broadcasting, and public relations. The basic formats, techniques, and professional principles needed to develop skills in writing news stories, press releases, broadcast, advertising, and Web copy. Credit, 3 semester hours. PREREQ: ENG 1050.

MCM 2500. Film Appreciation

A holistic examination of feature films and their impact on culture and society. While emphasis is given to the American film experience, global perspectives will also be examined. Course foundations begin with the evolution of film and the historical development of the discursive techniques used to convey meaning to audiences. Topics regarding the aesthetics of films (mise en scene, kinetics, narrative, etc.) will follow, revealing the language and techniques inherent in the art of modern-day filmmaking. Credit, 3 semester hours.

MCM 3000. World Media

This course compares mass media systems in select countries or regions to reveal differences and similarities in purpose, economy, regulation, and reception by their national and international audiences. Theories of media and society, including normative theories of media, are related to the diverse cultural traditions and political regimes in which mass communication occurs around the world. Credit, 3 semester hours. PREREQ: MCM 2100 or GGY/ WLS 2000 or PLS/WLS 2510

MCM 3100. New Media of Mass Communication

An introduction to the emerging media of mass communication that employ online and social media technologies, including best practices and theoretical perspectives as they are used in the operations of converged media industries, including news and entertainment environments. The course introduces systems such as blogging and micro-blogging, social networking, image and video sharing, collaborative wikis, digital storytelling, virtual reality worlds, and others along with the concepts of citizen journalism, rich media, and other contemporary topics. The course also investigates ethics and diversity issues surrounding the technologies and their social, cultural, and political impact. Credit, 3 semester hours.

MCM 3600. Media and Society

An examination of how communication media operate as industries, makers of meaning, and shapers of our public world. Although the course focuses on the United States, attention is given to globalization of media institutions, texts, and audiences. Credit, 3 semester hours.

MCM 3660. Media and Culture

Critical, philosophic inquiry into the influence of media technologies and economies on popular

culture, and vice versa, using grand theories and theoretical perspectives of the modern (and postmodern) era. Students will consider what thinkers such as Marx, Freud, and McLuhan said, or would have said, about music, dance, fashion, film, broadcasting, journalism, and other arts. Credit, 3 semester hours. PREREQ: ENG 1060 plus one of the following: PHI 1000, PHI 4230, MCM 2100, MCM 3600.

MCM 3700. Media and Politics

This introductory course explores the increasing interaction between makers of domestic and foreign policy and global news media, especially newspapers, television, magazines, radio and the internet. Their symbiotic relationships are analyzed through case studies. Credit, 3 semester hours.

MCM 4050. Media Law and Ethics

Legal and ethical considerations as they apply to the daily work of media practitioners. Emphasis on codes of ethics, professional codes, and state, federal, and local law. Credit, 3 semester hours. PREREQ: MCM 2100, 2400; Junior or Senior status.

MCM 4130. Internship in Mass Communication

Practical application of the principles of broadcasting, journalism, and public relations in the workplace. Interns will work in broadcasting stations, newspapers, public relations offices, and related sites under the supervision of experienced professionals. Interns will write papers evaluating their experiences as they relate to MCM courses. Credit, 3 semester hours. PREREQ: Consent of instructor. May not be taken by non-MCM majors.

MCM 4140. Internship in Mass Communication

A second internship which MCM majors may take as an elective. It is not part of the Core Course requirement. Same requirements and prerequisites as MCM 4130. Credit, 3 semester hours.

MCM 4360. Mass Communication Theory and Research

A review of social scientific theories of mass communication and an exploration of research methods used in our academic discipline and our professions. Attention is paid to the differences between quantitative and qualitative methods, the differences between basic and applied research, and research ethics. PREREQ: MCM 2100, 2400. Credit, 3 sem. hours.

MCM 4550. Senior Thesis

A self-directed research project that is conceived, designed, and executed by the student and mentored by a faculty member, resulting in a substantive, completed, original work that is publication- or presentation-ready. Credit, 3 semester hours. PREREQ: 3.0 QPA, senior standing, MCM 4360, and permission of department chair.

MCM 4990. Independent Study in Mass Communication

Individual study directed by consenting instructor. Advanced study topic, research project, or creative project chosen to meet individual student needs. May be repeated for a maximum of six credit hours. PREREQ: 2.0 QPA and permission of instructor and department head. Credit, 3 semester hours.

MCMS 4xxx. Special Topics in Mass Communication

Contemporary and advanced subject matter in the field. Topics to be announced. May be repeated to a maximum of 6 hours provided no topic is repeated. PREREQ: MCM 2100, 2400.

BROADCASTING (BRD)

BRD 1600. Television Production

Basic theory and practice of studio operations in television, with a laboratory experience in the use of microphones, cameras, switchers, and related equipment. Credit, 3 semester hours.

BRD 1610, 1620, 2610, 2620, 3610, 3620, 4610, 4620. Broadcast Practicum

A vehicle for students to learn broadcasting or webcasting operations while participating in the department's campus/community productions and earning progressively responsible positions in vid-

eography, reporting, directing, producing, audio, on-air presentation, etc. Pass/Fail grading. Credit, 1 semester hour each.

BRD 2600. Basic Videography and Editing
This course provides a foundation in single-camera field production and editing in traditional or new media formats. Fundamental aesthetics, technology, and techniques for camera, lighting, sound, and editing will be emphasized, and students will be introduced to preproduction planning, including storyboards and scripts. Credit, 3 semester hours. PREREQ: C or better in BRD 1600.

BRD 2800. Computer Animation
Introduction to 3D animation. Theory of animation applicable to television and multimedia systems. Each student produces a video containing animation using various digital content creation tools. Credit, 3 semester hours.

BRD 3130. Broadcast Copywriting
Theory and technique of writing broadcast scripts, especially commercials and some narrative forms. Will include both study and practical application of techniques discussed. Script formats for radio and television included. Credit, 3 semester hours. PREREQ: MCM 2400.

BRD 3140. Broadcast Journalism
The theory and practice of broadcast news, to include covering local and national news and public affairs for radio and televisions. Emphasis will be on gathering and production for broadcast news. Writing for broadcast sports and weather will also be covered. Credit, 3 semester hours. PREREQ: MCM 2400, BRD 2600.

BRD 3150. Broadcast Programming and Management
Fiscal and administrative responsibilities in broadcast operations, including contemporary strategies in TV and radio programming, audience measurement, sales, labor, and promotions. Credit, 3 semester hours. PREREQ: BRD 1600 and MCM 2100.

BRD 3600. Advanced Videography and Editing
Advanced instruction in the art and science of digital videography and postproduction, using professional-grade video cameras and nonlinear editing systems. Students will produce video projects and may participate in WNCP broadcast or webcast activities. Credit, 3 sem. hrs. PREREQ: C or better in BRD 2600.

BRD 3800. Introduction to Media Integration (ART 3800, MUS 3800)
The purpose of this course is to offer an interdisciplinary, team-taught curriculum that integrates digital video, audio, animation, and graphics in a student-centered studio environment. Credit, 3 semester hours.

BRD 4160. Broadcast Advertising and Sales
Production of successful broadcast advertising campaigns. Emphasis on creative, practical solutions to problems in broadcast advertising. Credit, 3 semester hours. PREREQ: PRE 2700 or BRD 3130.

BRD 4200. Advanced Broadcast Journalism
Emphasizes integration of television news and television studio production, plus localizing national and international news and reworking public relations material for TV newscasts. Credit, 3 semester hours. PREREQ: BRD 3140.

BRD 4580. Intermediate Media Integration Production (ART 4580, MUS 4580)
This course is an opportunity for further interdisciplinary study in new media. Projects and assignments emphasize the production of digital content for multimedia projects. Products will be from the areas of still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Students will have intensive hands-on experience in each area, resulting in

an understanding of the techniques and concepts involved in the design and implementation of multimedia projects. Both individual and group assignments can be expected. Credit, 3 semester hours. PREREQ: ART/BRD/MUS 3800.

BRD 4600. Advanced Television Production
A capstone course that builds on concepts and skills from earlier coursework, including preproduction planning, scripting, videography, and postproduction. Students will work with studio or field techniques to manage complex productions and to produce an original TV series or long-form video. Credit, 3 semester hours, PREREQ: C or better in BRD 3600.

BRD 4800. Advanced Media Integration (ART 4800, MUS 4800)
This course is an opportunity for advanced interdisciplinary study in new media. Assignments emphasize the design and integration of digital content for multimedia projects. Students will propose and prototype a project and participate in the team development of a final project. Students will also be assigned roles in the creative decision-making and work involved in proposals under development and/or consideration in the UNCP Media Integration Project. Students' products will be expected to relate to the three essential aspects of the University mission—teaching, research, and service—and have the potential to serve as professional examples for student portfolios. Credit, 3 semester hours. PREREQ: ART/BRD/MUS 4580.

JOURNALISM (JRN)

JRN 1610, 1620, 2610, 2620, 3610, 3620, 4610, 4620. Student Newspaper Production
Experience in producing a student newspaper, *The Pine Needle*. Reporting, writing and editing news stories, news judgment, page design, photography, advertising, circulation, and Web-based newspaper production activities are covered. Pass/Fail grading. Credit, 1 semester hour each.

JRN 1820, 1830, 1840, 2820, 2830, 2840. Yearbook Production
Experience in the details of producing an extended feature publication through work on the UNC Pembroke yearbook, the *Indianhead*. Activities will include theme development, layout design, feature writing, photography selection/cropping, entering/editing copy at the computer, art work, and general production work. Pass/Fail grading. Credit, 1 semester hour each.

JRN 3010. News Writing and Reporting
Study of news story elements, writing of leads, organization and writing of various types of news stories. Experience in news gathering, interviewing and writing news for print media Credit, 3 semester hours. PREREQ: MCM 2400.

JRN 3050. Feature Writing
Practical experience in writing in-depth articles for newspapers and magazines. Credit, 3 semester hours. PREREQ: MCM 2400.

JRN 3060. News Editing
Duties and practices of the newspaper copy editor, editing techniques, headline and caption writing, cropping of photography, use of AP style, trends in newspaper page design, and ethical responsibilities of news editors. Credit, 3 semester hours. PREREQ: MCM 2400.

JRN 3090. Editorial Writing
Study and analysis of editorial writing in newspapers with emphasis on principles and practices. Practical experience in writing editorials for newspapers. Credit, 3 semester hours. PREREQ: MCM 2400.

JRN 3170. History of American Journalism
The inventions, events, and people shaping and influencing journalism in the United States. The history and development of American journalism and mass media from Colonial times to the present. Credit, 3 semester hours. PREREQ: MCM 2100 or consent of instructor.

JRN 3200. Photojournalism
Basic visual and technical aspects of photojournalism. Photographic coverage of news, sports, features, events, and other newspaper, magazine, and public relations subjects. The picture story, picture editing, the social documentary tradition in journalism. Credit, 3 semester hours.

JRN 3250. Sports Journalism
A consideration of contemporary sports reporting, including trends and philosophies of sports reporting; writing for major and minor sports; interviewing; features; columns; and legal aspects of sports reporting. Credit, 3 semester hours. PREREQ: MCM 2400.

JRN 3400. Advanced News Writing and Reporting
In-depth exploration of news media functions and how journalists gather and report news. Practical experience in identifying news, organizing and writing stories in proper formats for a wide range of reporting possibilities. Credit, 3 semester hours. PREREQ: JRN 3010.

JRN 4050. Magazine Writing and Editing
Instruction and practice in planning, writing, and editing copy for magazines. Credit, 3 semester hours. PREREQ: JRN 3010 and JRN 3050.

JRN 4100. Web Journalism
Practice reporting, writing, and producing stories for converged mass media online. Hard news, features, photography, videos on websites, blogs, wikis, virtual worlds, social media. Internet linking strategies, use of reliable online resources for journalistic research, convergence. Credit, 3 semester hours. PREREQ: MCM 2400.

JRN 4200. Science Journalism
Reporting and writing about science for newspapers and magazines; interviewing, features, series, columns. Credit, 3 semester hours. PREREQ: JRN 3050 or JRN 3010.

JRN 4600. Investigative Journalism
Practical experience in researching and writing nonfiction articles suitable for publication, using forms, styles, and subject matter appropriate for the tradition known as investigative journalism. Credit, 3 semester hours. PREREQ: JRN 3010, 3060 and MCM 4360.

PUBLIC RELATIONS (PRE)

PRE 2200. Introduction to Public Relations
An introduction to public relations as a part of mass communications, with emphasis on the publicity process, especially writing for newspapers and broadcasting stations. Credit, 3 semester hours.

PRE 2700. Introduction to Advertising
An introduction to the nature and function of advertising, including advertising in newspapers, magazines, radio, television, and other mass media. The relationships among media, messages, and audiences are examined from a mass communication perspective. Credit, 3 semester hours. PREREQ: MCM 2100.

PRE 3450. Computer-Assisted Editing and Publication Design
Using computers to edit publications copy and to design newsletters, brochures, pamphlets, and similar printed material. Credit, 3 semester hours.

PRE 3500. Organizational Communications
Communication between an organization and its internal publics, especially employees, students, and clients. Study of the behavior of people and their relationships in organizations and how that behavior can be understood, anticipated, coped with, and improved. Credit, 3 semester hours. PREREQ: PRE 2200 or consent of instructor.

PRE 4070. Public Relations Media
Major forms of public relations writing: news and feature releases, replies to complaint letters, public service announcements, documentaries, copy for video news releases, inverted and magazine forms of news writing, annual reports, and newsletters. Credit, 3 semester hours. PREREQ: PRE 2200.

PRE 4090. Public Relations Case Studies
Specialized public relations programs, including press relations, community affairs, investor relations, and legislative relations. Emphasis on analyzing and presenting public relations case studies and problems. Credit, 3 semester hours. PREREQ: PRE 2200.

PRE 4150. Advertising Media
The practice of advertising creation, including strategy, media planning, and execution of advertisements for all forms of mass media. Credit, 3 semester hours. PREREQ: PRE 2700.

PRE 4200. Crisis Communication
In-depth study of the development of strategies and their implementations during public relations crises. Credit, 3 semester hours. PREREQ: PRE 4070.

PRE 4600. Public Relations Campaigns
Senior capstone course building on concepts and skills from earlier coursework. Students use formal and informal research methods to develop a strategic plan, including evaluation strategies, for a "client." Credit, 3 semester hours. PREREQ: PRE 4070, 4090 and MCM 4360.

MATHEMATICS AND COMPUTER SCIENCE

Chair: Steven D. Bourquin

Donald E. Beken
William H. Campbell
Gwenyth Campen
Linda Falls
Joseph W. Goldston
Linda Hafer
Gangadhar R. Hiremath
Steven A. Hunt
Mary Klinikowski*
Raymond Lee**
Cindy Li
Charles Lillie
Douglas McBroom
Leszek Piatkiewicz
Mary J. Russell
William Truman
Guo Wei
Mark M. White
Cynthia Zhang
Laszlo Zsilinszky

*Undergraduate Mathematics Education Coordinator
**Graduate Mathematics Education Director

Mathematics has been central to human achievement for over three thousand years, important to both intellectual advancement and technological innovation. Many of the theoretical studies in mathematics have evolved and have been refined over a long period of time. Many of the practical aspects of mathematics have become more evident with the advent of calculators and computers. Computer technology is assuming a major role in society. Clearly, the computer revolution is the beginning of a new age of human existence. Many of the problems computer scientists and others will be expected to solve in decades to come have yet to be considered. As such, computing has evolved into a science covering the study of languages, programming, and theoretical concepts. The Department offers courses covering the intellectual and the practical sides of mathematics and computing.

A student of the Department of Mathematics and Computer Science has the opportunity of earning a Bachelor of Science degree (B.S.) in Mathematics, Computer Science, or Information Technology or a Master's degree in Mathematics Education. The Mathematics major also may choose to gain licensure to teach mathematics at the secondary or middle grades level. The Department offers minors in mathematics, computer science, and information technology.

The Departmental faculty welcomes the opportunity to advise the major and non-major alike. Someone thinking of majoring in mathematics, computer science, or information technology is especially urged to consult with the Department Chair prior to registering for General Education courses. All majors choose advisors and must consult with them each term in order to plan and carry out their program of study.

The Department web pages at www.uncp.edu/mathcs/ contain current information about the activities, the faculty, and the offerings of the department. Department majors are expected to consult the website regularly to remain informed.

Most non-majors fulfill the General Education requirements in mathematics by taking one of MAT 1050, 1070, or 1080. Well-prepared students may select MAT 1090 or 2210 for this purpose.

BACHELOR OF SCIENCE IN MATHEMATICS

Requirements for a Bachelor of Science Degree in Mathematics: Major in Mathematics	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44
Prospective Mathematics Majors should start with 1090 and CSC 2020 as their General Education courses in mathematics. MAT 1070 & MAT 1080 or MAT 2210 may be used in place of MAT 1090	
Major Requirements	42
MAT 2210, 2220, 2300, 2600, 3150, 3250, 3310, 3600, 4310, 4600, CSC 2020, and 12 additional sem. hrs. of advanced mathematics (PHY 3360 may count for 3 hours)	
Electives	33
	Total: 120

BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (9-12 , 6-9)

Coordinator: Mary Klinikowski

Upon successful completion of the program of study in Mathematics Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements—Secondary Concentration (9-12)	**Sem. Hrs.**
Freshman Seminar and General Education	**45**
Essential Standards	**45**
MAT 2210, 2202, 2300, 2600, 3110, 3150, 3250, 3310, 3280, 3330, 3600, 4110, 4310, 4020, 4600	
CSC 2020	
Professional Studies Core	**9**
EPC 2020, 2040, 3010, 3030	
Content Pedagogy	**25**
MAT 2500, 3500, 3750, 4000, 4490, 4750	
CSC 4050	
General Electives	**3**
	Total: 127

Course Requirements—Middle Grades Concentration (6-9)	**Sem. Hrs.**
Freshman Seminar and General Education	**45**
Essential Standards	**30**
MAT 1070*, 1080*, 2100*, 2110, 2150*, 2300, 2600, 3150, 3330, 3600, 4020	
Second Academic Concentration (Several courses will also count towards General Education requirements.)	**18-30**
Professional Studies Core	**12**
EPC 2020, 2040, 3010, 3030; EDN 3400	
Content Pedagogy	**25**
MAT 2500, 3500, 3750, 4000, 4490, 4750	
CSC 4050	
General Electives (Depending on second concentration requirements)	**0-4**
	Total: 128

* Six hours of these specialty area courses will count towards General Education requirements.

NOTE: Students who desire teacher licensure in Mathematics Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Requirements for a Bachelor of Science Degree in Computer Science	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Note: Prospective Computer Science Majors should start with MAT 1090 as their first General Education mathematics course. MAT 1070 and MAT 1080 or MAT 2210 may be used in place of MAT 1090	

Major Requirements	48
CSC 1750, 1760, 1850, 2150, 2250, 2260, 2650, 2850, 2920, 3750, 4900; MAT 2210, 2220, 3150, 3280	
Four courses from one of the following areas (at least one must be a 400-level course):	12
Area I: CSC 3350, 3380, 3650, 4010, 4150, 4350, 4450, 4900; MAT 3270	
Area II: CSC 3800, 3910, 3920, 3930, 4010, 4150, 4450, 4810, 4820	
Area III: CSC 4350, 4360, and any two of the following: CSC 3380, 3800, 4020, 4900, 4970	
Note: Students planning to attend graduate school in computer science should take CSC 4010, 4150, 4350, and 4450.	
Other electives	15
	Total: 120

*Computer Science majors must take PHY 1500 or PHY 2000 and one course from Biology, Chemistry, or HON 1500 to satisfy the six hours of Natural Science requirements in General Education.

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

Requirements for a Bachelor of Science Degree in Information Technology	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44
Major Core Requirements	50
CSC 1300, 1750, 1760, 1850, 1900, 2050, 2150, 2250, 2260, 2850, 2920	
ITC 2060, 2080, 4940	
MAT 2100, 2150	
Major Elective Requirements	12
Four courses from one of the following:	
Area I: Web, database, system, and networking ITC 2700, 3100, 3250, 4100, 4800, 4960; CSC 3800	
Area II: Applications software development ITC 2700, 3100, 4100, 4200, 4960	
Other Electives	13
	Total: 120

ACADEMIC CONCENTRATION

Requirements for an Academic Concentration in Mathematics	**Sem. Hrs.**
MAT 1050, 1070, 1080, 2100, 2110, 2150, 4020, CSC 4050	
	Total: 25

MINORS

Requirements for a Minor in Mathematics	**Sem. Hrs.**
MAT 2210, 2220, 3150, 3310, and three additional hours selected from advanced mathematics courses (3000 or above)	18

Requirements for a Minor in Computer Science with Emphasis in Programming	Sem. Hrs.
CSC 1750, 1760, 1850, 2150, 2250; one course from CSC 1300, 2260, 2650, 2850, or 2920	18

Requirements for a Minor in Computer Science with Emphasis in World Wide Web	Sem. Hrs.
CSC 1300, 1750, 1760, 1900, 2260, 3380	18

Requirements for a Minor in Information Technology	Sem. Hrs.
CSC 1750, 1760, 1900; ITC 2060, 2080; one course from CSC 1300, 1850, 1900, or 2050; and one advanced ITC course (3000 or above)	18

COURSES

MATHEMATICS (MAT)

MAT 0104. Fundamentals of Mathematics

A study of topics in algebra that are essential for success in college algebra (MAT 107). Content includes solving of linear equations and inequalities as well as systems of linear equations and inequalities. Topics from geometry, polynomials, factoring, rational expressions, and radicals are also studied. (This course does not count toward earned hours or graduation requirements. Most students will be placed in this course by scores on the Mathematics Placement Test.) Credit, 3 semester hours.

MAT 1050. Introduction to College Mathematics

Topics from mathematics which may include sets, logic, algebra, graphs, functions, systems of linear equations and inequalities, geometry, probability, and statistics. Problem solving is emphasized. **This course is intended to be a general education course and NOT a preparation for college algebra.** Some sections of the course will develop a theme for the applications of mathematical concepts. (Credit for MAT 1050 will not be allowed if the student has previously received a grade of C or better in a math course with a higher catalog number, unless the course is being taken to replace a grade or to fulfill a requirement.) Credit, 3 semester hours.

MAT 1070. College Algebra

A study of the real and complex number systems, algebraic expressions and equations, polynomial and rational functions and their graphs, inequalities and their graphs, exponential and logarithmic functions and their graphs, systems of equations, and conic sections. **This course is intended to be a preparation for calculus** (MAT 2150 and MAT 2210). Credit, 3 semester hours. A very good understanding of high school algebra is required.

MAT 1080. Plane Trigonometry

A study of angle measures, trigonometric functions and their values, inverse trigonometric functions and their values, graphs of trigonometric and inverse trigonometric functions, solutions of right and oblique triangles, trigonometric identities and equations, polar coordinates, vectors, and rotation of axes. **This course is intended to be a preparation for calculus** (MAT 2210). Credit, 3 sem. hours. PREREQ: MAT 1070.

MAT 1090. Precalculus

This course is an accelerated version of MAT 1070 and MAT 1080 combined. See both course descriptions for a list of topics covered. This course is intended as a **rapid review** of the topics in preparation for calculus. Credit, 4 semester hours.

MAT 1180. Finite Mathematics

Set theory, symbolic logic, permutations and combinations, probability, conditional probability, ma-

trices and systems of equations. Some applications to stochastic processes, Markov chains, linear programming, statistics. Credit, 3 semester hours. PREREQ: MAT 1070 or equivalent.

MAT 2100. Introduction to Statistics

Elementary statistics, descriptive and inferential. Graphing data sets, finding measures of center, position, and dispersion. Probability, linear regression and correlation. Central Limit Theorem, sampling and hypothesis testing, including z-tests, student's tests, F-test, Chi-Square, and ANOVA. The use of calculators and computers is an integral part of the course. Credit, 3 semester hours. Recommended PREREQ: MAT 1070 or equivalent.

MAT 2110. Survey of Geometry

Topics covered involve: Plane and Solid Geometry, Coordinate Geometry, Transformational Geometry, Trigonometry, Logic, and Measurement Systems. These topics will emphasize fundamental concepts: points, lines, planes, angles, polygons, circle, perimeter, area, surface area, volume, and construction of figures. Various types of technology will be incorporated throughout the course. Credit, 3 semester hours. PREREQ: MAT 1070 and 1080 or equivalent.

MAT 2150. Calculus with Applications

Required for Biology majors. Not open to Mathematics majors. A study of functions of one variable; derivatives, integrals and their applications to Biological Sciences and Business. Special attention will be given to exponential functions with respect to growth and decay applications. Topics of multi-variable calculus will also be included. Credit, 4 semester hours. PREREQ: MAT 1070 or MAT 1090 or equivalent.

MAT 2210. Calculus I

Study of functions of one variable, topics from analytic geometry, limits and continuity; differentiation of algebraic functions; curve sketching; various applications chosen from physics, economics, and optimization. Credit, 4 semester hours. PREREQ: MAT 1070 and MAT 1080, or MAT 1090, or equivalent.

MAT 2220. Calculus II

A study of integrals, the definite integral, the fundamental theorem of the calculus, applications of the definite integral. The derivative and integral of exponential, logarithmic, trigonometric and inverse trigonometric functions; and techniques of integration. Credit, 4 semester hours. PREREQ: C or better in MAT 2210.

MAT 2300. Introduction to Advanced Mathematics

Introduction to set theory, elementary concepts of the topology of the real line and the plane, elementary logic, and techniques of proof. Credit, 3 sem. hours. PREREQ: MAT 2210 or 2150.

MAT 2500. Introduction to Teaching Mathematics in Middle Grades and Secondary Schools

Designed to provide an overview of mathematics in the secondary school and early experiences for prospective mathematics teachers. These experiences include a planned program of observational and participatory experience in the mathematics classroom. Credit, 2 semester hours. PREREQ: EDN 3020, MAT 2210 or 2150.

MAT 2600. Connections in Mathematics I

This seminar course is designed to help mathematics and mathematics education majors connect and deepen their mathematical understandings of calculus-related topics. Emphasis will be placed on research and communication of mathematical ideas. Major course work will include production of portfolio artifacts that represent the major's development of understanding in the mathematics curriculum. Credit, 1 semester hour. PREREQ/COREQ: MAT 2220.

MAT 3110. Advanced Euclidean Geometry

Topics include Plane and Solid Geometry, Coordinate Geometry, Transformational Geometry, Trig-

onometry, Logic, and the Systemization of Euclidean Theorems and Postulates. These topics will emphasize fundamental concepts: points, lines, planes, angles, congruence, similarity, concurrence, polygons, circle, perimeter, area, surface area, volume, and construction of figures. Various types of technology will be incorporated throughout the course. Credit, 3 semester hours. PREREQ: MAT 1070 and 1080 or equivalent and MAT 2300.

MAT 3150. Linear Algebra I
An introduction to the theory of vector spaces, linear transformations, systems of linear equations, matrices, inverses, rank, determinants, inner products. Applications of matrices to problems involving systems of equations. Credit, 3 semester hours. PREREQ: MAT 2210 or 2150.

MAT 3170. Linear Algebra II
Eigenvalues and eigenvectors, similarity of matrices, reduction of matrices to diagonal form. Cayley-Hamilton theorem, minimum polynomial, Jordan canonical form. Hermitian, unitary, and normal matrices, orthonormal basis, Gram-Schmidt process. Simplification of quadratic forms and other applications. Credit, 3 semester hours. PREREQ: MAT 3150.

MAT 3250. Algebra I
Introduction to groups, integral domains, rings and fields, with further study of subgroups, cyclic groups, groups of permutations, isomorphisms and homomorphisms of groups, direct products, and factor groups. Credit, 3 semester hours. PREREQ: MAT 2300; PREREQ or COREQ: MAT 3150.

MAT 3260. Algebra II
Further topics in group theory; rings, integral domains, fields, ideals, quotient rings, homomorphisms, direct sums, polynomial rings, extension fields. Credit, 3 semester hours. PREREQ: MAT 3250.

MAT 3270. Numerical Analysis
An introduction to the solution of mathematical problems by computational techniques, including both finite and iterative methods and error analysis. Credit, 3 semester hours. PREREQ: MAT 3150, 3310, and one high-level programming language.

MAT 3280. Probability and Statistics I
Probability, sample spaces, counting techniques, random variables, discrete and continuous distribution functions, characteristics functions. Binomial, Poisson, and normal distributions. Central limit theorems. Credit, 3 semester hours. PREREQ: MAT 2220.

MAT 3300. Probability and Statistics II
Introduction to common theoretical distributions, central limit theorems, two dimensional random variables, sampling distributions, confidence intervals, hypothesis testing, regression theory and applications. Credit, 3 semester hours. PREREQ: MAT 3310, 3280.

MAT 3310. Calculus III
A continuation of Calculus I and II from an advanced viewpoint. L'Hospital's rule, improper integrals, Taylor's theorem, infinite series. Multi-variable calculus: limits, continuity, partial derivatives, extrema, iterated integrals, and applications. Credit, 4 semester hours. PREREQ: C or better in MAT 2220.

MAT 3320. Differential Equations
An introduction to ordinary differential equations including classification of solutions to differential equations, existence and uniqueness of solutions, power series methods, initial value problems, and applications. Credit, 3 semester hours. PREREQ: MAT 3310.

MAT 3330. Discrete Mathematics
Provides an introduction to discrete mathematics. Topics include graph theory, proof techniques, elementary combinatorics, discrete probability, fair outcomes, recursion, sequences, series, algorithms for computation. Credit, 3 semester hours. PREREQ: MAT 2210 or MAT 2150 and MAT 2300.

MAT 3500. Teaching Mathematics with Technology
The application of computer software and other technologies specifically used in the mathematics classroom, with their inclusion in appropriate lesson plans. Classroom management of instructional technology will be emphasized. This course is designed as a preservice course for teachers and may not be used as an advanced MAT or CSC requirement. Credit, 2 semester hours. PREREQ: Permission of instructor.

MAT 3600. Connections in Mathematics II
This seminar course is designed to help mathematics and mathematics education majors connect and deepen their mathematical understandings of proof. Emphasis will be placed on research and communication of mathematical ideas. Major course work will include production of portfolio artifacts that represent the major's development of understanding in the mathematics curriculum. Credit, 1 semester hour. Prerequisites: MAT 2300, 2600; PREREQ/COREQ 3150.

MAT 3750. Methods for Teaching Algebra
Designed to deepen and expand the student's knowledge of methods, materials, and assessment practices related to teaching algebraic concepts at the middle and secondary level. This course is designed as a pre-service course for teachers and may not be used as an advanced MAT or CSC requirement. Credit, 3 semester hours. PREREQ: MAT 2500.

MAT 4000. Methods of Teaching Mathematics in Middle Grades and Secondary Schools (EDN 4000)
Presents modern techniques, methods, materials, and assessment practices in the teaching of mathematics. Directed observation in middle or high school mathematics classes. Laboratory work provides experience in developing lesson plans that utilize materials and methods appropriate for classroom use. *NOTE: This course should precede teaching internship by no more than one academic year. Credit, 3 semester hours.* PREREQ: MAT 2500.

MAT 4020. A Historical Development of Mathematics
A study of the development of mathematics in its historical setting from its earliest beginnings to modern times. Note: This course may not be used as an Advanced Mathematics requirement for the major in Mathematics. Credit, 3 semester hours. PREREQ: MAT 2210 or 2150.

MAT 4110. College Geometry
A rigorous development of metric and synthetic approaches to Euclidean and non-Euclidean geometries using an axiomatic format. Similarities and differences among definitions, axioms, theorems, and postulates of non-Euclidean geometries will be considered. The relationship of these geometries to Euclidean geometry will also be studied. Credit, 3 semester hours. PREREQ: MAT 2300; PREREQ or COREQ: MAT 3150.

MAT 4150. Theory of Numbers
An introduction to the properties of integers, prime and composite numbers, Fermat's Theorem, arithmetic functions, quadratic residues, Diophantine equations, continued fractions and congruences. Credit, 3 semester hours. PREREQ: MAT 2210 or 2150.

MAT 4220. Applied Mathematics
Introduction to mathematical modeling. Techniques and properties of discrete and continuous models. Case studies. Credit, 3 semester hours. PREREQ: MAT 3150 and MAT 3320.

MAT 4310. Real Analysis I
An introduction to modern mathematical analysis with careful attention to topics of elementary and intermediate calculus of one or more variables. Topics include convergence of sequences and series, mean value theorems, the Cauchy criterion, integrability. Credit, 3 semester hours. PREREQ: MAT 2300 and 3310.

MAT 4320. Real Analysis II
A continuation of Advanced Calculus I including such topics as the total derivative of multi-variable functions, transformations of Rn, representations of functions by series and integrals, and uniform convergence. Credit, 3 semester hours. PREREQ: MAT 4310.

MAT 4440. Complex Analysis
Complex numbers, analytic functions, conformal mappings, contour integration, Cauchy's theorem and integral formula. Taylor and Laurent expansions, analytic continuation, and Liouville's theorem. Credit, 3 semester hours. PREREQ: MAT 3310.

MAT 4490. Internship in Mathematics in the Secondary School
Provides a semester-long full-time teaching experience in an off campus public school setting. Pass/Fail grading. Credit, 9 semester hours. PREREQ: MAT 4000

MAT 4600. Connections in Mathematics III
This seminar course is designed to help mathematics and mathematics education majors connect and deepen their mathematical understandings of advanced analysis and technology. Emphasis will be placed on research and communication of mathematical ideas. Major course work will include production of portfolio artifacts that represent the major's development of understanding in the mathematics curriculum. Credit, 1 semester hour. PREREQ: MAT 3600.

MAT 4750. Professional Seminar in Secondary Mathematics
A seminar designed to parallel the full-semester student teaching experience. Emphasis will be placed on the appropriate application of methods of teaching and assessment in a clinical setting. Proper use of instructional materials, participation in the reflective teaching process, and opportunities for professional development and growth will be emphasized. Credit, 3 semester hours. PREREQ: Admission to Professional Semester.

MAT 4990. Independent Study
Offered for mathematics majors on approval of the Department Chair. Credit, 1-3 semester hours.

MATS 4xxx. Special Topics (Variable Title)
A study of special topics in mathematics or mathematics education. May be repeated to a maximum of 6 hours. Credit, 1-3 semester hours. PREREQ: Permission of instructor.

COMPUTER SCIENCE (CSC)

CSC 1000. Introduction to Computers
This course covers basic office applications using a project-based, hands-on approach. The applications covered include each of the following: word processor, spreadsheet, database software, presentation software, and desktop publishing software. Credit, 3 semester hours.

CSC 1300. WWW Information
Introduces students to the World Wide Web, focusing on the techniques of web page creation. No programming background is required, although students will learn some programming through scripting languages. Credit, 3 semester hours.

CSC 1750. Introduction to Algorithms
Introduces a two-part survey of computing applications and algorithmic principles. This course introduces the range of algorithmic concepts and constructs in a particular programming language. The follow-on course, CSC 185, extends the conceptual foundation and expands the programming language context. Topics include data representation, simple I/O, arrays, subprograms, searching, sorting, and merging. Techniques of problem solving, stepwise refinement, and documentation are also covered. Credit, 3 semester hours. COREQ: CSC 1760

CSC 1760. Introduction to Programming
This is an intense course in programming implementing concepts of structured programming and

algorithmic analysis with emphasis on application. Credit, 3 semester hours. COREQ: CSC 1750.

CSC 1850. Object-Oriented Programming

Builds on the foundation provided by CSC 1750 to provide students with immersion in programming experience and associated techniques, with a focus on the object oriented paradigm. Topics include control flow, debugging and testing, string processing, searching and sorting, recursion, and stacks and linked lists. Emphasis on effective software engineering practices, including incremental development, systematic testing, and hypothesis driven debugging of software artifacts. Credit, 3 semester hours. PREREQ: MAT 1090 or MAT 1070 & MAT 1080 and C or better in CSC 1750 and CSC 1760.

CSC 1900. JAVA Programming

A first course in programming Java using concepts of structured programming and algorithmic analysis with emphasis on application. Credit, 3 semester hours. PREREQ: CSC 1750 and 1760.

CSC 2020. Microcomputer Programming

A first course in microcomputer programming emphasizing both numeric and string processing, and structured programming. (Visual BASIC and Delphi) using IBM compatible computers. Credit, 3 semester hours. PREREQ: CSC 1000 or permission of instructor.

CSC 2050. Introduction to Programming—C/C++

A first course in programming covering the basic concepts of C and C++ programming languages. Covers structured programming, object-oriented programming, and algorithmic analysis with emphasis on application. Credit, 3 semester hours.

CSC 2150. Discrete Structures

Offers an intensive introduction to discrete mathematics as it is used in computer science. Topics include functions, relations, sets, propositional and predicate logic, simple circuit logic, proof techniques, elementary combinatorics, and discrete probability. Credit, 3 semester hours. PREREQ: MAT 1070 or MAT 1090 or MAT 2210 and CSC 1750, 1760.

CSC 2250. Fundamentals of Computer Systems

Introduces the student to computer hardware and software interfaces. Topics include computer structure, machine language, assembly language, addressing modes, file structures, I/O, memory management, and assemblers, linkers, and loaders. Credit, 3 semester hours. PREREQ: CSC 2150 and CSC 1850. [CSC 1850 is a corequisite with a B or better in CSC 1750.]

CSC 2260. Operating Systems and Networking

Introduces the fundamentals of operating systems together with the basics of networking and communications. Credit, 3 semester hours. PREREQ: C or better in CSC 1750 and 1760.

CSC 2650. Digital Logic

Covers basic concepts of computer engineering and science from digital logic circuits to the design of a complete microcomputer system, presenting an understanding of principles and basic tools required to design typical digital systems such as microcomputers. Credit, 3 semester hours. PREREQ: C or better in CSC 2150.

CSC 2850. Data Structures

Design of algorithms. Graphs, paths, and trees. Analysis of algorithms for internal and external sorting, searching, and merging. Hashing. Algorithms for dynamic storage allocation. Credit, 3 semester hours. PREREQ: CSC 2150 and C or better in CSC 1850.

CSC 2920. Software Development and Professional Practices

The course material combines a range of topics integral to the design, implementation, and testing of a medium scale software system with the practical experience of implementing such a project as a member of a programmer team. In addition to material on software engineering, this course also

includes material on professionalism and ethical responsibilities in software development and human–computer interaction. Credit, 3 semester hours. PREREQ: CSC 1850.

CSC 3350. Network Management

Presents the five conceptual areas of network management as defined by the International Organization for Standardization (ISO): performance management, configuration management, accounting management, fault management, and security management. This course covers networking technologies such as Ethernet, bridges, and switches. It addresses network management architectures and protocols to lay the foundation for SNMP management, broadband management, and TNM. Some network management applications, tools to monitor network parameters, and network management systems to manage networks are included. Credit, 3 semester hours. PREREQ: CSC 1850, 2260.

CSC 3380. Programming for the World Wide Web

In this course, students will gain experience with the programming techniques, technologies, and issues associated with the Internet. Topics include network programming with sockets, TCP/IP, the HTTP protocol, web-servers, browsers, security, authentication, distributed objects, and client-server computing. This is a project-oriented course in which students will be expected to develop software using a variety of programming languages. Credit, 3 semester hours. PREREQ: CSC 1850 or 1900 and CSC 2260.

CSC 3650. Introduction to Computer Architecture

Introduces students to the organization and architecture of computer systems, beginning with the standard von Neumann model and then moving forward to more recent architectural concepts. Credit, 3 semester hours. PREREQ: CSC 2650 and CSC 2250.

CSC 3750. Programming Languages

This is an introduction to the design and implementation of programming languages, including a survey of several major languages and their features. Material covered will emphasize implementation details. Credit, 3 semester hours. PREREQ: CSC 2250.

CSC 3800. Datebase Management Systems

The course covers the goals of DBMS including data independence, relationships, logical and physical organizations, schema, and subschema. Hierarchical, network, and relational models are covered with an emphasis on the relational model. Small SQL queries are created and examined. Credit, 3 semester hours. PREREQ: CSC 2850.

CSC 3910. Software Engineering

Software Engineering is the study of the software process, in particular the analysis, design, implementation, testing, maintenance, and documentation of a software system. This course introduces the fundamental software engineering concepts and terminology, presents formal models of structured design and programming, and aims to give students both a theoretical and a practical foundation. The primary focus of the class will be on learning modern software methods and tools that can be applied on a project in CSC 4900. Topics covered include information hiding, iterative enhancements, structured programming teams, program libraries, walkthroughs, and documentation. Credit, 3 semester hours. PREREQ: CSC 2920.

CSC 3920. Software Process Improvement

This course is an introduction to the CMMI framework, emphasizing understanding, evaluation, and integrated process improvement. Topics include software process assessment, the Capability Maturity Model for Software, other approaches to software process assessment. This course presents a survey on the use of SPI and software process assessment (SPA) as practiced by large and small companies. Credit, 3 semester hours. PREREQ: CSC 3910.

CSC 3930. Component-Based Computing

Analyzes the fundamental problems that must be solved by middleware in order to provide complete

and transparent interoperability between distributed components. The course illustrates the state of the art with respect to how the fundamental problems are solved in practice and provides a hands-on experience developing distributed applications using the most important standards. Credit, 3 semester hours. PREREQ: CSC 3910.

CSC 4010. Theory of Computation

Introduces the student to formal language theory, finite automata, regular expressions, and regular grammars; pushdown automata; context free grammars; and context sensitive grammars. Credit, 3 semester hours. PREREQ: CSC 2250, CSC 2850.

CSC 4020. Introduction to Computer and Network Security

This course provides an introduction to the theory and application of security in computer and network environments. Students will develop the skills necessary to address the security needs of enterprise and personal environments. The course covers cryptography, authentication, access control, security in operating systems, network security, and denial-of-service. Course projects will focus on the application of security tools to real world problems. Credit, 3 semester hours. PREREQ: CSC 2260.

CSC 4050. Current Topics in Computers in Education

The application of computer software in the classroom, including integration of software with lesson plans. Additional topics include matching software to the most appropriate hardware. This course is designed as a pre-service course for teachers and may not be used as an advanced MAT or CSC requirement. It is not to be counted toward the Mathematics Concentration at the Graduate level. Credit, 3 semester hours. PREREQ: Permission of instructor.

CSC 4150. Translators and Compilers

This course covers interpreters, assemblers, and compilers. The student will study grammar, languages, syntax, semantics, and BNF. Course material covers parsing, symbol tables, one- and two-pass compilers, and code generation. The course has a programming project. Credit, 4 semester hours. PREREQ: CSC 4010.

CSC 4350. Operating Systems

This course covers the basic functions of an operating system. Topics covered include process management and scheduling, memory management and paging algorithms, I/O management, file management, deadlock, and operating system security. Credit, 3 semester hours. PREREQ: MAT 2220.

CSC 4360. Mainframe Computing

This course covers the basic features of the mainframe computer. It builds on previous introductory courses in computer system concepts, such as computer organization and architecture, operating systems, data management, or data communications. Topics covered include mainframe hardware systems, Job Control Language (JCL), System Display and Search Facility (SDSF), Time Sharing Options and Extensions (TSO/E), Batch Processing, Interactive Systems, Linux, and other related topics. Credit, 3 semester hours. PREREQ: CSC 4350

CSC 4450. Design and Analysis of Algorithms

This course covers time and space complexity of algorithms. Survey of various design techniques such as "divide and conquer" and the "greedy" method is covered. Program verification and validation as well as NPComplete and NPHard problems are discussed. Credit, 3 semester hours. PREREQ: CSC 2850, and MAT 2220.

CSC 4810. Data Mining

This course covers the principles underlying data mining algorithms and their applications. Algorithms that include trees and rules for classification and regression, association rules, belief networks, classical statistical models, nonlinear models such as neural networks, and local "memory-based" models are presented and examined. Examples showing how all of the preceding analysis fits together

are presented. Topics include the role of metadata, how to handle missing data, and data preprocessing. Credit, 3 semester hours. PREREQ: CSC 3800.

CSC 4820. Data Warehousing

The basic elements of data warehousing are described. Topics of project management, defining business requirements, the architecture and infrastructure, the role of metadata, implementation, growth, and maintenance are covered. Credit, 3 semester hours. PREREQ: CSC 3800.

CSC 4900. Advanced Software Project

An assigned, group or individual, in-depth programming project includes problem definition, requirements analysis, design, implementation, documentation, and testing. Credit, 4 semester hours. PREREQ: CSC 2250 and CSC 2850.

CSC 4970. Computer Science Internship

Fully declared undergraduates in Computer Science who have completed CSC 2850 and are in good standing (at least a 2.5 GPA) are eligible for internships in business and industry. This is a pass/fail course. The course may be repeated, but no more than three hours will be applied as an elective for all Computer Science Areas of Emphasis. Detailed requirements and application form are maintained by Coordinator of CS/IT Internships. Credit, 1 - 3 semester hours. PREREQ: CSC 2850 and approval of Department Chair.

CSC 4990. Independent Study

Open to seniors in Computer Science with a quality point average of 3.0 in the major and with approval of the Department Chair. Written and oral reports are required. Credit, 1-3 semester hours.

CSCS 4xxx. Special Topics (Variable Title)

A study of special topics in computer science. The selected topics will be an in-depth study of a content area, or they will be selected over the breadth of a content area. Credit, 3 semester hours. PREREQ: Permission of instructor.

INFORMATION TECHNOLOGY (ITC)

ITC 2060. Human–Computer Interaction

This course provides students with a comprehensive account of the field of human–computer interaction (HCI). HCI is a multidisciplinary field of study concerned with how humans interact with software and hardware interfaces. The interplay between people and computers in applications such as multimedia, virtual environments, and computer supported cooperative work, will be investigated. Theories of human information processing, human behavior, and their implications for user-centered design of interfaces are explored. Students learn principles and guidelines needed to develop high quality interface designs that users can understand, predict, and control. The application of the usability engineering process, including analysis, design, prototyping and testing will new studied. Credit, 3 semester hours. PREREQ: CSC 1750 and 1760 or CSC 2050.

ITC 2080. Introduction to System Administration and Shell Scripting

This course provides students with tools and techniques used in administration of computing systems. Unix/Linux and Windows will be among systems studied. Topics covered include file systems, files security, editors, file processing, shell scripting programming, and system utilities. Students will learn system installation, halting and booting the system, file and directory permission structures, print and disk quotas, device configuration and management, and user account administration. Students also explore tools and techniques used to script common tasks in operating system environments. Students will gain experience in writing scripts in Unix/Linux and Windows operating systems. Credit, 3 semester hours. PREREQ: CSC 1750 and 1760 or CSC 2050.

ITC 2700. Computer Network and Data Communication

This course introduces students to the fundamentals of computer networks, data communications hardware and software, and use of these components in computer networks. Students will investigate issues of networking from the lowest levels of data transmission and wiring to the highest levels of application software, explaining how underlying technologies provide services and how Internet applications use those services. Topics covered include OSI model, LAN, WAN, packet transmission, internetworking, TCP/IP, WWW, Java technology, network control, and performance considerations. Credit, 3 semester hours. PREREQ: CSC 1750 and 1760 or CSC 2050.

ITC 3100. Website Development and Multimedia.

This course builds on the basic aspects of XHTML, Internet, and Web technologies as well as computer-mediated communication, and basic Internet applications such as telnet, FTP, and WWW techniques. Students are assumed to have had experience in Web page development and publishing. Topics covered in this course include fundamental Web design concepts such as usability, accessibility, information design, and graphic design in the context of the Web. User-centered Web design and development, definition of the site mission and the target user population, methods for gathering requirements, conceptual design of Web site, site architecture, page layout, physical design, usability testing, implementation, marketing, maintenance, and evaluation will also be explored. This course also provides introduction to multimedia (audio, video, as well as speech synthesis and recognition), and multimedia programming, cascading style sheets, and DHTML. Credit, 3 semester hours. PREREQ: CSC 1300.

ITC 3250. System Administration

This course introduces students to the essential knowledge and skills that system administrators possess. This course reviews the basic operating system concepts, including process and thread management, memory management, file systems, and input/output systems as well as various administration services. It covers system administration topics focuses on integrating systems and user support services. Topics explored include security, user and group administration, system update and maintenance, backup and restore technologies, as mass storage technologies. Credit, 3 semester hours. PREREQ: ITC 2080 and 2700.

ITC 4100. Web Database Development

This course builds on the distributed client/server DBMS and Web technologies. Web client-side, database server-side, and web-server side issues associated with a three-tier DBMS implementation will be investigated. Students will implement a three-tier DBMS application. A database backend will be designed and implemented using a standard DBMS product and the Open Source DBMS Software. Students will construct a web server and implement client/server connectivity. Students will develop tools to monitor and measure performance of an implementation. Programming projects are required. Credit, 3 semester hours. PREREQ: CSC 3800 and ITC 3100.

ITC 4200. Windows and Game Programming

This course provides students with Windows programming techniques, and explores game programming skills and strategies. Students will learn how to develop stand alone applications windows, dialog boxes, option buttons, check boxes, menus, help facilities. It also covers DLL (dynamic link libraries), and how to use Windows API (application program interface), DDE (dynamic data exchange), and multimedia application. Credit, 3 semester hours. PREREQ: CSC 1750 and 1760 or CSC 2050.

ITC 4800. Advanced Computer Systems

This course explores topics focused on services in an enterprise environment characterized by a high degree of complexity, large scale, and heterogeneity. It discusses topics such as computational and data grid computing, cluster computing, the role of Information Technology in large organization, and virtualization of services. Credit, 3 semester hours. PREREQ: ITC 3250.

ITC 4940. Capstone Project in Information Technology
Capstone IT project to be taken by graduating students in the Information Technology curriculum. Credit, 4 semester hours. PREREQ: Senior standing in BSIT.

ITC 4950. Independent Study in Information Technology
Students will work independently under the supervision of a faculty advisor on a topic not covered in other courses. Proposal must be approved and signed by a faculty member. Credit, 3 semester hours. PREREQ: Permission of instructor.

ITC 4960. Information Technology Internship
Fully declared undergraduates in Information Technology who have completed CSC 2850 and are in good standing (at least a 2.5 GPA) are eligible for internships in business and industry. This is a pass/fail course. The course may be repeated, but no more than three hours will be applied as an elective for all Information Technology Areas of Emphasis. Detailed requirements and application form are maintained by Coordinator of CS/IT Internships. Credit, 1 - 3 semester hours. PREREQ: CSC 2850 and approval of the Department Chair.

ITCS 4xxx. Special Topics in Information Technology
Current topics and advances in Information Technology are studied. Credit, 3 semester hours. PREREQ: Permission of the instructor.

GRADUATE COURSES

See the School of Graduate Studies section of the Catalog.

MUSIC

Chair: Timothy M. Altman

Larry D. Arnold	Valerie Austin*	H. (Hal) Davis
Joanna Ross Hersey	Jaeyoon Kim	Elizabeth W. Maisonpierre
Jonathan Maisonpierre	José Rivera**	David Martin Spitzer
Tracy Thomas	Aaron Vandermeer	Tracy Wiggins

*Graduate Music Education Director
**Undergraduate Music Education Coordinator

The Department of Music is an accredited institutional member of the National Association of Schools of Music (NASM). Additionally, the music teacher education licensure program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education.

The mission of the Department of Music is to offer all students who have demonstrated interest and ability in music the opportunity to continue further study either for a profession or an avocation, and to educate students in such a way that they understand and appreciate music not only as an art form with a rich historical and cultural heritage, but as an ongoing, contemporary endeavor that incorporates traditional and technological advancements through individual and group participation.

The goals of the Department of Music are: 1) to provide comprehensive musical training for teachers of vocal and instrumental music; 2) to prepare a student for a career as a teacher in elementary or secondary schools through an understanding and application of the National Standards in Music; 3) to promote musical literacy among all students; 4) to provide comprehensive musical training for students wishing to seek employment in the music business area; 5) to encourage professional awareness; 6) to provide outreach, support, and encouragement to area public school teachers and students in the form of workshops, festivals, and clinics; 7) to provide a well-rounded course of study for those students pursuing a professional career by continuing in graduate work; 8) to encourage a desire for continued learning in the field of music and the ability to form and defend evaluative judgments about music; 9) to provide experiences which the music student and the general university student will find rewarding in developing their cultural sensitivity; and 10) to provide public programs and concerts to enrich the cultural life of the university and community.

The music faculty of The University of North Carolina at Pembroke believe that true musicianship is the synthesis of knowledge acquired through active participation in the study, performance, and creation of music and through the discipline required to gain the physical, listening, and interpretive skills to master the instrument that has been chosen to be the vehicle for communication of the art.

Furthermore, the music faculty believes that this synthesis happens one step at a time, building on a firm foundation and rising to the highest goal attainable. It is nurtured with positive encouragement from mentors, peers, and oneself. The faculty strives to establish an atmosphere of support in which faculty and students work together to be the best that they can be. Supporting this synthesis of study, performance, and creation of music is the requirement for the creation and maintenance of a comprehensive portfolio. A successful review of the portfolio, its artifacts, and related self-reflection is required prior to graduation.

Please note that all prospective music majors, lateral entry candidates, and students seeking an academic concentration in music must audition in order to gain acceptance into one of the music degree programs as well as gain approval of the specific performance (applied music) area.

Also please note that the department's ensemble offerings (see below - MUS 1001, MUS 1071; MUS 1121, MUS 1161, MUS 1181, MUS 1192, MUS 1381; MUS 1411; MUS 1561; MUS 1621; MUS 1641, MUS 1651; MUS 1731; MUS 1741; MUS 1751; MUS 1761; and MUS 1771) are open to all students regardless of major. An audition is required for a number of these ensembles.

BACHELOR OF ARTS IN MUSIC

Requirements for a Bachelor of Arts in Music	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	33-36
7 hours of a Major Ensemble (at least 4 hours of MUS 1001 and up to 3 hours of MUS 1381, or 7 hours of 1161, or 7 hours of 1411), MUS 1140, 1150, 1810 or MUSP 1021[1], 1820 or MUSP 1021[1], 2140, 2150, 2810 or MUSP 1021[2], 2940[3], 2930[4], 3290, 3340, 3970, MUSL 1140, 1150, 2140, 2150	
Applied Music, 7 semesters (MUSP)**	7[5]/14[6]
Music Electives**	9-12
Academic Electives	27-28
	Total: 128

[1]Non-keyboard majors only. [2]Vocal majors only.

[3]MUS 2940 does not meet General Education requirements in this degree program.

[4]MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

[5]Non-keyboard majors [6]Keyboard majors

*Students who plan to pursue a degree in music should consult with the Department Chair prior to registering in General Education courses.

**Students must earn a minimum of 15 semesters hours in 3000-level or higher courses within the Major Requirements, Applied Music (MUSP), and Music Electives areas.

Requirements for a Bachelor of Arts in Music with Elective Studies in Business–Classical Emphasis	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Core Music Requirements	28-31
7 hours of a Major Ensemble (at least 4 hours of MUS 1001 and up to 3 hours of MUS 1381, or 7 hours of 1161, or 7 hours of 1411)[0]; MUS 1140, 1150, 2140, 2150; 3340 or 3460; MUSL 1140, 1150, 2140, 2150; 1810 or MUSP 10211, 1820 or MUSP 10211, 2810 or MUSP 1021[2]; 3 semesters of Music History selected from [1040[3] or 1060 or 2980[3]][4], 2930[5], 2940[6], 3970; MUS 4040	
Applied Music (MUSP)	14
Additional Concentration Requirements	27-28
MUS [1001 or 1381][7]; MUS 3500, 3530, 3580, 3670, 3800, 4580; ECN 1000[7], ENTR 2000, ENTR 2100, ENTR 4000	
Electives	10-14
	Total: 128

*Students who plan to pursue a degree in music should consult with the Department Chair prior to registering in General Education courses.

[0]Major Ensemble for Keyboard majors is 4 semesters of MUS 1001, 1161, 1381, or 1411, and 3 hours of MUS 3351. [1]Non-keyboard majors only. [2]Vocal majors only.

[3]MUS 1040 and 2980 fulfill the General Education requirements in Fine Arts or in the Humanities Elective in the Fine Arts.

[4]Only one of MUS 1040, 1060, 2980 may count toward degree requirements in this track.

[5]MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

[6]2940 fulfills the Fine Arts requirement in General Education. [7]Non-vocal majors only.

[8]ECN 1000 fulfills the Economics requirement in General Education.

Requirements for a Bachelor of Arts in Music with Elective Studies in Business–Jazz and Commerical Music Emphasis	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Core Music Requirements	28-31
Major Ensemble[0] is 7 hours of MUS 1561 or 1621 or 1741 (no more than 4 hours of 1621); MUS 1140, 1150, 2140, 2150, 3460; MUSL 1140, 1150, 2140, 2150; 1810 or MUSP 1021[1], 1820 or MUSP 1021[1], 2810 or MUSP 1021[2]; MUS 1040[3], 1060, 2930[4]; MUS 4040	
Applied Music (MUSP)	14
Additional Concentration Requirements	28
MUS 1001 or 1381; MUS 3500, 3530, 3580, 3670, 3800, 4580; ECN 1000[5], ENTR 2000, ENTR 2100, ENTR 4000	
Electives	10-13
	Total: 128

*Students who plan to pursue a degree in music should consult with the Department Chair prior to registering in General Education courses.

[0]Major Ensemble for Keyboard majors is 4 semesters of MUS 1561, 1621, or 1741, and 3 hours of MUS 3351.

[1]Non-keyboard majors only. [2]Vocal majors only.

[3]MUS 1040 fulfills the Fine Arts requirement in General Education.

[4]MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

[5]ECN 1000 fulfills the Economics requirement in General Education.

BACHELOR OF MUSIC IN MUSICAL THEATRE

Coordinator: Hal Davis

Requirements for a Bachelor of Music in Musical Theatre	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Music Requirements	43
6 hours of a Major Ensemble (at least 4 hours of MUS 1001 and up to 2 hours of MUS 1381), 2 hours of MUS 1121, 3 hours of MUS 1641, MUS 1140, 1150, 1810, 1820, 2140, 2430, 2440, 2810, 2940[1], 2930[2], 2980, 3430, 3440, 4040; MUSL 1140, 1150	
Applied Music (MUSP)	14
Theatre Requirements	30
THE 1640, 1650, 1810, 1820, 2010, 2070, 2330, 2500, 2810, 2820, 3010, 3170, 3530, 4010	
	Total: 128

[1]MUS 2940 fulfills the Fine Arts requirement in General Education.

[2]MUS 2930 fulfills the Humanities (Fines Arts) Elective requirement in General Education.

*Students who plan to pursue a degree in music should consult with the Department Chair prior to registering for General Education courses.

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: José Rivera

Upon successful completion of the program of study in Music Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education	45(39)*
Essential Standards—Select one Emphasis (*6 semester hours may count toward General Ed)	63

Vocal Emphasis:

7 hours of a Major Ensemble (at least 4 hours of MUS 1001 and up to 3 hours of MUS 1381)
MUS 1810 or MUSP 1021, MUS 1820 or MUSP 1021, MUS 2810 or MUSP 1021
MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940[1], 2930[2], 3290, 3301, 3340, 3970, 4040

Instrumental Emphasis:

MUS 1001; 7 hours of MUS 1161 or 1411
MUS 1810 or MUSP 1021, MUS 1820 or MUSP 1021
MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940[1], 2930[2], 3290, 3301, 3340, 3970, 4040

Keyboard Emphasis (Vocal Orientation):

4 hours of a Major Ensemble (at least 2 hours of MUS 1001 and up to 2 hours of MUS 1381)
3 hours of MUS 3351
MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940[1], 2930[2], 3290, 3301, 3340, 3970, 4040, 4250

Keyboard Emphasis (Instrumental Orientation):

MUS 1001, 4 hours of MUS 1161 or 1411
3 hours of MUS 3351
MUS 1140, 1150, 2140, 2150; MUSL 1140, 1150, 2140, 2150
MUS 2250, 2260, 2270, 2280, 2290, 2450, 2540, 2940[1], 2930[2], 3290, 3301, 3340, 3970, 4040, 4250

All students: Applied Music (MUSP) 14 hours

Professional Studies Core	9
EDN 2100, 3150, SED 3310	

Content Pedagogy	17
MUS 4000, 4490, 4750	
MUS 4050 (Vocal Emphasis and Keyboard Emphasis [Vocal Orientation])	
MUS 4200 (Instrumental Emphasis and Keyboard Emphasis [Instrumental Orientation])	
Total:	**128**

[1]MUS 2940 fulfills the Fine Arts requirement in General Education.
[2]MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

NOTE: Students who desire teacher licensure in Music Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

ACADEMIC CONCENTRATION

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department of Music offers an Academic Concentration of 18 semester hours. Please note that all perspective students wishing to pursue this option must audition for acceptance into this program.

Requirements for an Academic Concentration in Music Vocal Orientation (Audition Required)	**Sem. Hrs.**
MUS 1140* and MUSL 1140*; MUS 1020 and 3240	10
3 hours of a Major Ensemble (at least 2 hours of MUS 1001 and up to 1 hour of MUS 1381)	3
MUSP 1001 or MUS 1910**; MUSP 1001; MUSP 1001	3
MUS 1330 (for non-Music majors) or MUSP 1021**;	2
MUS 1340 (for non-Music majors) or MUSP 1021	
Total:	**18**

*Placement determined by theory placement exam. **Placement determined by audition.

Requirements for an Academic Concentration in Music Keyboard Orientation (Audition Required)	**Sem. Hrs.**
MUS 1140* and MUSL 1140*; MUS 1020 and 3240	10
3 hours of a Major Ensemble (at least 2 hours of MUS 1001 and up to 1 hour of MUS 1381 or 1 hour of MUS 1001 and 2 hours of MUS 1411)	3
3 hours of MUSP 1021	3
Electives	2
Total:	**18**

*Placement determined by theory placement exam.

Requirements for an Academic Concentration in Music Instrumental Orientation (Audition Required)	**Sem. Hrs.**
MUS 1140* and MUSL 1140*; MUS 1020 and 3240	10
MUS 1001 (1 hour), 1411 (3 hours)	4
MUSP 1**, 1***	2
MUS 1330 (for non-Music majors) or MUSP 1021****;	2
MUS 1340 (for non-Music majors) or MUSP 1021	
Total:	**18**

*Placement determined by theory placement exam. **Course number determined by chosen instrument.
***Must be the second semester of study on the chosen instrument. ****Placement determined by audition.

MINORS

MINOR IN MUSIC

A program designed to provide opportunities for any student to develop an understanding and appreciation of music as part of a liberal arts education. Students who plan to minor in music should consult with the Department Chair to acquire a music advisor in addition to their major advisor.

Required Courses	Sem. Hrs.
MUS 1140 and MUSL 1140	4
MUS 1330 or 1810 or MUSP 1021	1
MUS 1340 or 1820 or MUSP 1021	1
MUS 1020 (3 hrs); 3 hours of a Major Ensemble (at least 2 hours of MUS 1001 and up to 1 hour of MUS 1381 or 3 hours of MUS 1411)	6
Applied Music (MUSP)	2[1]
Music Electives*	4
	Total: 18

[1]If MUSP 1021 is chosen as the keyboard option, two additional semesters of MUSP 1021 may be used to fulfill this requirement.

MINOR IN SACRED MUSIC for Instrumental Emphasis Music Majors or Non-Music Majors

A program designed to enable Instrumental Emphasis music majors or non-music majors to develop the skills needed to work successfully in the area of sacred music. The minor in sacred music requires a minimum of 18 semester hours:

Required Courses	Sem. Hrs.
MUS 1001 (4 hours above major requirements), 3290, and 3900	9
MUS 1140 and MUSL 1140	4
Keyboard Requirements Music Majors: Two semesters of MUSP 1021 or 1041 Non-Music Majors: MUS 1330, 1340	2
Electives: REL 1050, REL 1060, or music courses that are not part of the music major degree	3
	Total: 18

MINOR IN SACRED MUSIC for Voice or Keyboard/Vocal Orientation Music Majors

A program designed to enable Voice or Keyboard/Vocal Orientation music majors to develop the skills needed to work successfully in the area of sacred music. The minor in sacred music requires a minimum of 18 semester hours:

Required Courses	Sem. Hrs.
REL 1050 or REL 1060	3
MUS 3290 and 3900	5
MUS 1140 and MUSL 1140	4
Applied Music (MUSP): Organ and/or Piano beyond major degree requirements	3
Music Electives (courses that are not part of the music major degree)	3
	Total: 18

MINOR IN JAZZ STUDIES for Non-Music Majors

A program designed to equip students to perform and teach music in the jazz idiom.

Required Courses	Sem. Hrs.
MUS 1040, 4220, 4230, 4240	6
3 hours from MUSP 1171, MUS 2360, 2370	3
3 hours of MUSP (other than 1171)	3
6 hours of MUS 1561, 1621, 1741	6
	Total: 18

MINOR IN JAZZ STUDIES for Music Majors

A program designed to equip music majors to perform and teach music in the jazz idiom.

Required Courses	Sem. Hrs.
MUS 1040, 3460, 4220, 4230, 4240	8
4 hours from MUSP 1171, 3171, MUS 2360, 2370	4
6 hours of MUS 1561, 1621, 1741	6
	Total: 18

MINOR IN MUSICAL THEATRE

A program designed to provide the basics of musical theatre training and an historical introduction to the genre.

	Sem. Hrs.
Required Courses: MUS 2430, 2440, 3430, 3440, 2980	15
Elective: 3 additional hours from one of the following:	3
A: MUS 1910, 2 hours of MUSP 1001	
B: 3 hours of a Major Ensemble (at least 2 hours of MUS 1001 and up to 1 hour of MUS 1381)	
	Total: 18

MINOR IN MUSIC BUSINESS

A program designed to provide an introduction to major facets of the music industry.

	Sem. Hrs.
Required Courses: MUS 1060, 3500-3530, 3580	12
ENTR 2000	3
3 hours selected from the following:	3
Any MUSP, MUS 1330, 1340, 1350, 1360	
	Total: 18

MINOR IN MEDIA INTEGRATION STUDIES

Interdisciplinary study in digital studios in Music, Art, and Mass Communication.

Required Courses: ART 1450, MUS 3800, 4580, 4800	12
Electives: 6 additional hours (2 courses) from the following:	
PHI 1020, SOC 2200, ENG 2900, MCM 2100, ART 2500, BRD 2800, MUS 3580	6
	Total: 18

COURSES (MUS, MUSL)

MUS 0106. Basic Musicianship

This course is required for students who fail the theory placement test. It will focus on the fundamentals of music. Credit, 3 semester hours (will not count toward earned hours or graduation requirements).

MUS 1001. University Chorale

The Concert Choir is open to all persons regardless of planned major with permission of the director. The Choir appears in public concerts throughout the year. PREREQ: Permission of instructor. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1020. Introduction to Music Appreciation

Restriction: Not open to music majors. The development of knowledge and understanding of music. Emphasis given to the forms of music found in different periods and the relationship of music to general cultural development. Credit, 3 semester hours.

MUS 1040. Introduction to Jazz Appreciation
Open to both music and non-music majors. An introduction to jazz through a study of its origins, development, styles, and major innovative figures. Consideration is made of the idiom's historical and sociological contexts. Credit, 3 semester hours.

MUS 1060. Rhythm and Rock
The history, musical styles, and major figures of rhythm and blues, rock 'n' roll, and other forms of American popular music are studied in the context of cultural and social history. Critical listening skills are developed by comparing and contrasting individual works and a variety of historical styles. Credit, 3 semester hours.

MUS 1071. University Pep Band
The University Pep Band is open to all persons regardless of planned major with permission of the director. Public performances will be made at athletic events and whenever support of scheduled University activities is needed. PREREQ: Permission of instructor. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1121. Scenes from Musical Theatre
Students will create scenes from musicals and operas for public performance. Emphasis will be on creating stylistically correct characters from significant shows. The scenes will be costumed and staged. PREREQ: Permission of instructor. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1140. Theory I
Introduction to the basic materials and concepts of music theory. The course will focus on commonalities of selected historic and geographic literatures through the study of fundamentals, melodic and harmonic writing, terms, and symbols. Credit, 3 semester hours. PREREQ: Student must successfully pass a placement test for enrollment. COREQ: MUSL 1140.

MUSL 1140. Lab I
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory I. Credit, 1 semester hour. COREQ: MUS 1140.

MUS 1150. Theory II
A study of the formal types, ensembles and compositional practices of Western art music will further student awareness of musical materials and relationships. The emphasis of the course will be on tonal harmonic structures and procedures. Credit, 3 semester hours. COREQ: MUSL 1150. PREREQ: C- or better in MUS 1140

MUSL 1150. Lab II
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory II. Credit, 1 semester hour. COREQ: MUS 1150. PREREQ: C- or better in MUSL 1140

MUS 1161. University Orchestra
The University Orchestra is open to all persons regardless of planned major with permission of the director. Students will study, rehearse, and perform music from world orchestra literature in a full range of styles and genres. PREREQ: Permission of instructor. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1181. University Marching Band
The Spirit of the Carolinas marching band performs in the fall semester at area parades, marching contests, and on-campus events. PREREQ: Permission of instructor. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1192. Global Rhythm Ensemble
Open to both music and non-music majors. Students will study and perform the native music of non-Western cultures, including Caribbean, African, Mexican, and other repertoire. Students participate in public performances. PREREQ: Permission of the instructor. Credit, ½ semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1330. Class Piano I for Non-Music Majors
A concentrated group study of keyboard harmony and playing techniques, designed for the student with little or no musical background. Credit, 1 semester hour.

MUS 1340. Class Piano II for Non-Music Majors
A continuation of MUS 1330 (Class Piano I for Non-Music Majors). Credit, 1 semester hour. PREREQ: MUS 1330.

MUS 1350. Class Guitar I
The emphasis of the course will be on acquiring a practical knowledge of music fundamentals and a sound basic technique on the guitar. Credit, 1 semester hour.

MUS 1360. Class Guitar II
The emphasis of the course will be on acquiring the knowledge of music and the technical abilities on the guitar needed to adequately perform in a variety of settings. Credit, 1 semester hour. PREREQ: MUS 1350 or permission of instructor.

MUS 1381. Pembroke Singers
Membership open by audition. Ensemble will explore the stylistic, aesthetic, and technical elements of literature for the small choir through rehearsal and frequent public performances. PREREQ: Permission of instructor. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1411. University Band
The University Band is open to all persons regardless of planned major with permission of the director. Public appearances are made in concerts. PREREQ: Permission of instructor. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1561. University Jazz Choir
Membership in the University Jazz Choir is open to all students by audition. A study of vocal music trends, through the rehearsal and performance of pop, rock, progressive jazz, and other modern forms of music. PREREQ: Permission of instructor. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1621. University Jazz Ensemble
Membership in the University Jazz Ensemble is open to all students by audition. A study of technical, stylistic and aesthetic elements of jazz literature through rehearsal and public performances. PREREQ: Permission of instructor. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1641. Musical Production
A graded laboratory experience in a specific area of the theatre as defined by a contract with a specific faculty member in either the performance or technical support areas of musical theatre. The signed contract will specify the function of the student and be supervised by a faculty member. PREREQ: Permission of instructor. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1651. Percussion Ensemble
Membership in Percussion Ensemble is open to all students by audition or permission of the director. A technical, stylistic, and aesthetic study of percussion ensemble literature through rehearsal and

public performances. PREREQ: Permission of instructor. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1731. Chamber Ensemble
The student will become familiar with representative literature for various small ensembles through rehearsal and performances. PREREQ: Permission of instructor. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1741. Jazz Combo
The student will become familiar with representative literature for Jazz Combo through rehearsal and performances. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1751. Low Brass Ensemble
The UNCP Low Brass Ensemble rehearses one hour weekly and presents multiple performances per semester. Performing as a member of the UNCP Low Brass Ensemble increases the student's performance abilities by addressing technical facility, range, rhythm, intonation, and musicianship. Placement is by audition each semester. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1761. Guitar Ensemble
Students will become familiar with representative literature for various guitar duos, trios, and quartets through rehearsals and performances. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1771. Early Music Ensemble
The student will become familiar with historical instruments and representative literature of Medieval and Renaissance ensemble music through rehearsal and performances. Credit, 1 semester hour. May be repeated for credit up to a maximum of 8 semester hours.

MUS 1810. Class Piano I
A concentrated group study of keyboard harmony and playing techniques, designed for the music major. Credit, 1 semester hour.

MUS 1820. Class Piano II
A continuation of MUS 1810. Credit, 1 semester hour. PREREQ: MUS 1810.

MUS 1910. Class Voice
A concentrated group study of singing techniques and vocal development including sight singing. Credit, 1 semester hour.

MUS 2020. Vocal Diction
A study of pronunciation and enunciation of foreign languages commonly used in singing. Credit 1 semester hour.

MUS 2140. Theory III
A continued study of the musical materials of Western art music. Chromatic harmony and larger forms will be studied with an emphasis on advanced analytic concepts and terms. Credit, 3 semester hours. COREQ: MUSL 2140. PREREQ: C- or better in MUS 1150.

MUSL 2140. Lab III
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory III. Credit, 1 semester hour. COREQ: MUS 2140. PREREQ: C- or better in MUSL 1150.

MUS 2150. Theory IV
Materials and techniques of Twentieth Century music. Credit, 3 semester hours. COREQ: MUSL 2150. PREREQ: C- or better in MUS 2140

MUSL 2150. Lab IV
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory IV. Credit, 1 semester hour. COREQ: MUS 2150. PREREQ: C- or better in MUSL 2140

MUS 2250. Class Woodwind
A concentrated study in fundamentals and playing techniques for Flute, Oboe, Clarinet, Saxophone, and Bassoon. Credit, 1 semester hour.

MUS 2260. Class Brass
A concentrated study in fundamentals and playing techniques for Trumpet, Cornet, French Horn, Trombone, Baritone Horn, and Tuba. Credit, 1 semester hour.

MUS 2270. Class Percussion
A concentrated study in fundamentals and playing techniques of percussion instruments. Credit, 1 semester hour.

MUS 2280. Class Strings
A concentrated study of fundamentals and playing techniques of the orchestral stringed instruments. Credit, 1 semester hour.

MUS 2290. Vocal Methods
A concentrated study of fundamentals and basic techniques of the voice. Students will also study the basic choral repertoire for students in all grades, elementary through high school. Credit, 1 semester hour.

MUS 2360. Improvisation I
A course in the development of improvisational skills through the study and application of theoretical and stylistic principles common to the jazz idiom. Credit, 2 semester hours. PREREQ: MUS 1150 or permission of instructor.

MUS 2370. Improvisation II
A continuation of MUS 2360. Credit, 2 semester hours. PREREQ: MUS 2360.

MUS 2430. Musical Theatre Styles I
An introduction to elementary acting technique for musical theatre. Focus is on acting technique incorporated within an introduction to suitable repertoire. Credit, 3 semester hours. PREREQ: One semester of Private Voice, either MUSP 1501 or 1001.

MUS 2440. Musical Theatre Styles II
Focus is on characterization for the singing actor. Organic literature from the repertoire is explored. Credit, 3 semester hours.

MUS 2450. Music Technology
Students will acquire competence in software and implementations of technology specific to music and music education. Credit, 2 semester hours.

MUS 2540. Introduction to Music Education
Survey of American education, with an emphasis on music learning, teaching and philosophy, school structure and governance, diversity and multi-cultural education, and professional ethics. Supervised field experiences required. Credit, 1 semester hour. PREREQ: MUS majors only.

MUS 2810. Class Piano III
A continuation of the non-keyboard major's pianistic development with emphasis on the practical aspects of reading, harmonization, and transposition. Credit, 1 semester hour. PREREQ: MUS 1820

MUS 2930. The World of Music: Classical to the Contemporary Era
A study of the development of music from the Classical period through the twenty-first century. Such development will be viewed in light of its political, social, and general cultural setting. Credit, 3 semester hours.

MUS 2940. The World of Music: Antiquity to the Baroque Era
A study of the development of music from Antiquity through the Baroque era. Such development will be viewed in light of its political, social, and general cultural setting. Credit, 3 semester hours.

MUS 2980. History of Musical Theatre
A survey of the American musical from 1860 to the present, with particular emphasis on the musicals written after 1927. The development of the musical will be viewed in light of its political, social, and general cultural setting. Credit, 3 semester hours.

MUS 3240. Musical Experiences for Young Children
Restriction: Not open to music majors. A course designed to present methods and media of teaching classroom music. Credit, 3 semester hours.

MUS 3290. Conducting
A laboratory course which includes the study of choral and instrumental conducting techniques, choral and instrumental scores; with supervised conducting experience. Credit, 2 semester hours.

MUS 3301. Rehearsal Strategies
This course is designed to complement MUS 3290 by offering real-life practice and application of conducting skills. Credit, 2 semester hours. PREREQ: MUS 3290.

MUS 3320. Form and Analysis
A study of various forms including large and small choral and instrumental works. Credit, 2 semester hours. PREREQ: MUS 2150.

MUS 3340. Orchestration and Arranging
A practical study of the fundamentals of scoring for individual instruments and ensembles. Credit, 2 semester hours. PREREQ: MUS 2150.

MUS 3351. Accompanying
A course designed to acquaint the keyboard major with the art and techniques of accompanying vocal and instrumental solo and ensemble literature. Credit, 1 semester hour each. PREREQ: 2 semesters of MUSP 1021 or 1521 or MUSP 1041 or MUSP 1541 (Private Piano/Organ) and Instructor's approval. May be repeated for credit up to a maximum of 3 semester hours.

MUS 3430. Musical Theatre Styles III
Focus is on advanced level characterization and scene work. Duets, solos, and ensemble numbers are presented. Credit, 3 semester hours.

MUS 3440. Musical Theatre Styles IV
Course addresses contemporary style of musical theatre performance and audition techniques. Credit, 3 semester hours.

MUS 3460. Jazz Composition
A study of basic compositional techniques as applied to the jazz idiom. Original compositions will be written and orchestrated for various-sized jazz ensembles. Spring, odd years. Credit, 2 semester hours. PREREQ: MUS 1150 or equivalent as determined by instructor.

MUS 3500. The Music Industry
Explores the many facets of the music industry and relevant career possibilities. Credit, 3 semester hours

MUS 3530. The Recording Industry
This course examines current trends and the role of the recording industry in the music business. It explores the history of major and independent record labels, current record companies, the distribution of recorded music and the role of retail in music distribution. The student will examine artist/label agreements and will study contractual language and content. Credit, 3 semester hours.

MUS 3580. Audio Production
An introduction to the equipment, procedures, and techniques of audio production. Course work will trace the production chain from microphone characteristics to finished audio file types and will include experience with recording, MIDI sequencing, editing, signal processing, and mixing. Credit, 3 semester hours. PREREQ: Permission of instructor required.

MUS 3670. Studio Techniques
An opportunity for creative work in an audio studio environment. Multi-track recording and mixing, sampling and synthesis, advanced microphone techniques, and scoring to picture will provide the technical foundation for original and expressive work. Course work will include the analysis of classic studio techniques used in prominent examples from the history of recording. Each student is expected to produce a portfolio of creative audio works. Credit, 3 sem. hours. PREREQ: MUS 3580

MUS 3800. Introduction to Media Integration (ART 3800, BRD 3800)
Media Integration is a cooperative, cross-listed course taught by the faculty from Art, Music and Mass Communication departments. The purpose of this course is to offer an interdisciplinary, team-taught curriculum that integrates digital video, audio, animation, and graphics in a student centered studio environment. Credit, 3 semester hours. PREREQ: Portfolio review.

MUS 3900. Church Music
A study of liturgy, music, materials, and methods appropriate for a church music director. Spring, even years. Credit, 3 semester hours.

MUS 3970. World Music: A Global Study
A survey of World Music, primarily in its current musical settings. Such development will be viewed in light of its political, social, and general cultural setting. Coursework includes a major music history project and exhibition. Credit, 3 semester hours. PREREQ: MUS 2930, 2940.

MUS 4000. Elementary Music Methods and Materials
Principles and practices required in teaching music to children, to include an overview of current approaches (Dalcroze, Kodaly, Orff) and their impact on current methodology and materials. Emphasis on planning, teaching and evaluating music lessons at preschool, primary, intermediate, and upper elementary levels in consideration of learning abilities at the varying levels of children's growth and development. Credit, 3 semester hours.

MUS 4040. Senior Recital
Offered to senior music majors participating in a half or full public recital. Credit is given by permission of the instructor and Department Chair. Credit, 0-2 semester hours.

MUS 4050. Secondary General and Choral Music Education Methods
An examination of the music program in secondary school involving curricula for fine arts requirement, instructional procedures for the teaching of advanced general music, music appreciation and choral ensembles. Choral rehearsal techniques, singing skills, repertoire skills, choral literature for major eras will be covered. Emphasis is placed on the philosophies and pragmatic approaches to managing and teaching music at the secondary level. Credit, 3 semester hours.

MUS 4200. Secondary Instrumental Music Methods
A study of current materials and methods used in building instrumental programs from elementary through high school to include a basic history and philosophy of music education, sequential orga-

nizational approaches, evaluative techniques, theoretical research, performance literature, field based knowledge, instrument repair, and marching band techniques. Credit, 3 semester hours.

MUS 4220. Jazz Pedagogy: Winds
A study of the style, methods, and rehearsal techniques pertinent to the teaching of jazz and commercial music with special focus on the brass and reeds. Credit, 1 semester hour.

MUS 4230. Jazz Pedagogy: Rhythm Section
A study of the style, methods, and rehearsal techniques pertinent to the teaching of jazz and commercial music with special focus on the rhythm section. Credit, 1 semester hour.

MUS 4240. Jazz Pedagogy: Literature and Administration
A study of the style, methodsrehearsal techniques, and administrative skills pertinent to the teaching of jazz and commercial music with special focus on literature for the big band and combo. Credit, 1 semester hour.

MUS 4250. Piano Pedagogy
A course designed primarily for the keyboard specialist who is planning to teach piano. The course includes methods of teaching, appropriate materials, and techniques for all grade levels. Credit, 2 semester hours.

MUS 4320. Counterpoint
A study primarily of eighteenth-century contrapuntal techniques with a written work in two and three part writing. Credit, 2 semester hours. PREREQ: MUS 2150.

MUS 4450. Music Composition
A course designed to implement the student's study of theory. Original compositions will be written for instrumental and choral ensembles in the important music forms utilizing homophonic and polyphonic techniques. Credit, 2 semester hours. PREREQ: MUS 2150 or permission of instructor.

MUS 4490. Internship (Full Semester)
Provides continuous full-time, full-semester teaching experience in off-campus public school setting in the subject area in which the candidate seeks licensure. Includes placement at two levels (elementary, middle, secondary) for K-12 licensure areas. Pass/Fail grading. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

MUS 4550. Special Projects in Music Industry
An independent study project culminating the student's sequence of studies with a substantive research project resulting in a major paper or comparable original work. Credit, 3 semester hours.

MUS 4580. Intermediate Media Integration (ART 4580, BRD 4580)
This course is an opportunity for further interdisciplinary study in new media. Projects and assignments emphasize the production of digital content for multimedia projects. Products will be from the areas of still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Students will have intensive hands-on experience in each area, resulting in an understanding of the techniques and concepts involved in the design and implementation of multimedia projects. Both individual and group assignments can be expected. Credit, 3 semester hours. PREREQ: ART/BRD/MUS 3800

MUS 4750. Professional Seminar for Pre-Service Music Teachers
A seminar designed to parallel the full semester internship experience. Emphasis is placed on helping on-site pre-service teachers understand the purpose, organization, and administration of schools and school systems as well as the role of the music teacher. Opportunities will be provided to review the challenges found in the internship experience. Credit, 2 semester hours.

MUS 4800. Advanced Media Integration (ART 4800, BRD 4800)
This course is an opportunity for advanced interdisciplinary study in new media. Assignments emphasize the design and integration of digital content for multimedia projects. Students will propose and prototype a project and participate in the team development of a final project. Students will also be assigned roles in the creative decision-making and work involved in proposals under development and/or consideration in the UNCP Media Integration Project. Students' products will be expected to relate to the three essential aspects of the University mission—teaching, research, and service—and have the potential to serve as professional examples for student portfolios. Credit, 3 semester hours. PREREQ: ART/BRD/MUS 4580

MUS 4900. Service Playing
A study of the musical liturgy of the Catholic, Jewish, and Protestant services. Students should be free for Sunday morning church visitations. Credit, 1 semester hour. PREREQ: 3 semesters of MUSP 1021 or 1521/MUSP 1041 or 1541 or the equivalent.

MUS 4990. Independent Study in Music
Directed study and research in the student's major field of interest. Credit, 1-3 semester hours. PREREQ: Music major, senior standing, and approval of Department Chair.

MUSS 3xxx. Special Topics in Music
Special projects, courses of study, concert tours, or trips designed to acquaint students with various aspects of foreign life and culture; may include a series of performances at festivals and other venues, home stays, and visits to places of historical and musical interest. Credit, 1 - 3 semester hours.

APPLIED MUSIC

Private study is offered in piano, organ, voice, and instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the *UNCP Department of Music Handbook.*

Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1001, 3001. Private Voice. 1 semester hour.
MUSP 1021, 3021. Private Piano. 1 semester hour.
MUSP 1041, 3041. Private Organ. 1 semester hour.
MUSP 1061, 3061. Private Flute. 1 semester hour.
MUSP 1081, 3081. Private Oboe. 1 semester hour.
MUSP 1101, 3101. Private Clarinet. 1 semester hour.
MUSP 1121, 3121. Private Bassoon. 1 semester hour.
MUSP 1141, 3141. Private Saxophone. 1 semester hour.
MUSP 1161, 3161. Private Trumpet. 1 semester hour.
MUSP 1171, 3171. Private Improvisation. 1 semester hour.
MUSP 1181, 3181. Private French Horn. 1 semester hour.
MUSP 1201, 3201. Private Trombone. 1 semester hour.
MUSP 1221, 3221. Private Euphonium. 1 semester hour.
MUSP 1241, 3241. Private Tuba. 1 semester hour.
MUSP 1261, 3261. Private Percussion. 1 semester hour.
MUSP 1271, 3271. Private Drumset. 1 semester hour.

MUSP 1281, 3281. Private Violin. 1 semester hour.
MUSP 1301, 3301. Private Viola. 1 semester hour.
MUSP 1321, 3321. Private Violoncello. 1 semester hour.
MUSP 1341, 3341. Private Bass Viol. 1 semester hour.
MUSP 1361, 3361. Private Guitar. 1 semester hour.
MUSP 1501, 3501. Private Voice. 2 semester hours.
MUSP 1521, 3521. Private Piano. 2 semester hours.
MUSP 1541, 3541. Private Organ. 2 semester hours.
MUSP 1561, 3561. Private Flute. 2 semester hours.
MUSP 1581, 3581. Private Oboe. 2 semester hours.
MUSP 1601, 3601. Private Clarinet. 2 semester hours.
MUSP 1621, 3621. Private Bassoon. 2 semester hours.
MUSP 1641, 3641. Private Saxophone. 2 semester hours.
MUSP 1661, 3661. Private Trumpet. 2 semester hours.
MUSP 1681, 3681. Private French Horn. 2 semester hours.
MUSP 1701, 3701. Private Trombone. 2 semester hours.
MUSP 1721, 3721. Private Euphonium. 2 semester hours.
MUSP 1741, 3741. Private Tuba. 2 semester hours.
MUSP 1761, 3761. Private Percussion. 2 semester hours.
MUSP 1771, 3771. Private Drumset. 2 semester hours.
MUSP 1781, 3781. Private Violin. 2 semester hours.
MUSP 1801, 3801. Private Viola. 2 semester hours.
MUSP 1821, 3821. Private Violoncello. 2 semester hours.
MUSP 1841, 3841. Private Bass Viol. 2 semester hours.
MUSP 1861, 3861. Private Guitar. 2 semester hours.

Private lessons are designed to build technical proficiency, repertoire, and awareness of vocal and instrumental problems. Permission of the instructor is a prerequisite for all MUSP courses. Enrollment for two hours of credit is restricted to the major instrument for music majors only; each two-hour course from MUSP 1501-1861 may be repeated for credit up to a maximum of 6 semester hours; MUSP 3501-3801 may be repeated for credit up to a maximum of 8 semester hours. Music majors enrolling for one-semester-hour lessons may repeat levels MUSP 1001-1361 for a maximum of three semester hours and levels MUSP 3001-3361 for a maximum of four semester hours. Students not majoring in music should enroll for one-hour credit; each one-hour course from MUSP 1001-1361 may be repeated for credit up to a maximum of 8 semester hours.

Proficiency Requirements

All music majors are evaluated at the conclusion of their third semester of Applied Music. Transfer students at or above this level will be evaluated at the conclusion of their first semester of study. The Evaluation Forum involves an assessment of both the student's performing ability and his/her overall academic accomplishments and professionalism. This process will determine whether or not the student will be allowed to enroll in upper level music courses. A cumulative GPA of 2.5 is required for entrance into the Bachelor of Music in Music Education program, 2.0 for all other baccalaureate degrees.

All music majors are required to attend recitals, concerts, seminars, workshops, etc. Additional information concerning this requirement is in the *UNCP Department of Music Handbook.*

Graduating seniors (with the exception of Bachelor of Arts in Music majors) must present an individual or joint recital as a partial requirement for graduation. Approval of the recital must be given by the music faculty at least three weeks prior to presentation. Students who complete their applied music studies must continue to enroll in Applied Music until they have completed their senior recital requirements.

A proficiency examination is required of all music majors by the Piano Division. The requirements for the Piano Proficiency Exam are outlined in the *UNCP Department of Music Handbook.*

NURSING

Chair: Barbara B. Synowiez

Joyce Beard
Antonia Clark
Thelma Floyd
Jennifer Johnson[3]
Astrid Oveido
Tiffany Tyson
Cherry M. Beasley[1]
Lester Brigman
Martha Hepler[2]
Jennifer Jones-Locklear
Joyce Stanley[4]
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[1]RN-BSN Coordinator
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PROGRAM OVERVIEW

The Department of Nursing provides students with the educational experiences needed to excel as competent, professional nurses and leaders who will continue to shape health care in an ever-changing healthcare environment. The Department offers Bachelor of Science in Nursing and Master of Science in Nursing degree programs.

The Bachelor of Science in Nursing degree program offers two options for study: 1) Pre-Licensure BSN option which is open to all high school graduates and college students who wish to pursue a nursing major, and 2) RN-BSN Completion option for registered nurses with evidence of having earned an Associate's Degree in Nursing or a Hospital Diploma in nursing from an accredited program. A bachelor's degree with a major in nursing at UNCP requires a total of 124 semester credit hours of study.

The Master of Science in Nursing degree program has two entry pathways: 1) Direct entry pathway for registered nurses with a BSN, and 2) RN-MSN pathway providing educational mobility for registered nurses, with an Associate Degree in Nursing (ADN) or Diploma in Nursing. The Master of Science in Nursing offers three concentrations: nursing education, clinical nurse leader, and rural case management. For information about requirements leading to a Master of Science in Nursing (M.S.N.), see the Master of Science in Nursing section within the Department of Nursing and the School of Graduate Studies section of this catalog.

MISSION AND PURPOSES

The Department of Nursing is dedicated to carrying out the mission of the College of Arts and Sciences and the University of North Carolina at Pembroke. As an integral academic unit of the University, the UNCP Department of Nursing is committed to the tripartite roles of teaching, research, and community service that contribute to the cultural, intellectual, and social development of professional nurses in North Carolina and the nation. Students are provided the opportunity to obtain a multicultural education that is grounded in the arts, sciences and humanities; that is congruent with standards for professional nursing practice; and that prepares them for lifelong learning, professional development, and service to others.

The primary purposes of the UNCP Department of Nursing program are to:

1. Provide accessible, seamless, high quality undergraduate and graduate nursing education to diverse student populations to shape nursing graduates who are leaders in professional nursing practice.
2. Prepare graduates to provide high quality, cost-effective professional nursing services, to improve health outcomes across the life span, for individuals, families, groups, and communities.

The Department of Nursing is committed to the recruitment of a diverse, achievement-oriented, and socially responsible student body that will enrich the intellectual, cultural, and social community

of the University and the community at large. On completion of the BSN program, the graduate is prepared as a competent beginning professional nurse, has the mobility to practice as a generalist in any health care setting, and is committed to the advancement of nursing knowledge and practice through life-long learning and scholarship.

BSN PROGRAM OUTCOMES

The baccalaureate program prepares graduates to:

1. Integrate evidence-based knowledge from nursing, the arts and humanities, and biopsychosocial sciences to shape the practice of professional nursing.
2. Utilize the nursing process to demonstrate critical thinking and clinical reasoning skills for the delivery of safe, client-centered care across the lifespan for individuals, families, groups, and communities.
3. Demonstrate competence in the nursing roles of provider of care, designer/manager/coordinator of care, and member of a profession to continuously improve the quality and safety of an ever-changing and complex healthcare environment.
4. Integrate principles of leadership, management, health care policy, and client safety into the provision and oversight of nursing practice across health care settings.
5. Practice inter- and intra-professional communication and collaboration through the use of oral, written, and technological communication strategies to facilitate safe, quality client-centered care.
6. Integrate knowledge and skills related to client care technologies and global health information systems to facilitate clinical decision making and the delivery of safe effective nursing care.
7. Provide holistic nursing care to promote, restore, and maintain the maximum human potential of individuals, families, groups, and communities across the lifespan.
8. Adhere to ethical, legal, regulatory mandates and professional standards for the delivery of safe, client-centered care through individual performance and inter-professional collaboration in an ever-changing healthcare environment.
9. Assume responsibility for own decisions and actions in the practice of professional nursing.
10. Demonstrate professional behaviors that integrate altruism, autonomy, integrity, social justice, and respect for diversity and human dignity with recipients of nursing care and members of healthcare system.
11. Accept accountability for continual lifelong learning, personal and professional growth and commitment to the advancement of the nursing profession.

The Department of Nursing holds membership in the American Association of Colleges of Nursing (AACN). The Department of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202/887-6791.

PRE-LICENSURE BSN OPTION

The Pre-licensure BSN option is 4½ years in length and encompasses two phases. The first phase is comprised of 62 semester credit hours of lower-division work (liberal arts and nursing prerequisites) which may be completed at any regionally accredited college or university but must be comparable to those offered at UNCP. The broad educational background in the physical, social, and behavioral sciences afforded by this phase provides the foundation for the nursing major. The second phase is comprised of 62 semester credit hours of upper-division work in the nursing major and is completed within the Department of Nursing. Taken during the junior and senior years, these courses are designed to prepare the baccalaureate nurses for practice in a variety of settings.

Admission to the Department of Nursing is very competitive. Admission to UNCP does not guarantee admission to the Department of Nursing. Applicants must be eligible to return to all educational institutions previously attended. Students are admitted to the baccalaureate nursing program at

the upper division level. Lower division courses must be completed before beginning nursing courses. The first nursing courses begin in the second summer session preceding the junior year. The nursing curriculum includes both didactic and clinical experiences for students to develop a beginning level of competency and independence in the provision of quality professional nursing services, across the life span, for individuals, families, groups, and communities. Integrated throughout the nursing curriculum are concepts and skills most critical to the delivery of professional nursing services to culturally diverse rural populations.

The Bachelor of Science in Nursing will be awarded to students who successfully complete both phases of the requirements for the degree. Degree recipients will then be eligible to take the NCLEX-RN® licensure examination administered by the National Council of State Boards of Nursing. A registered nurse (RN) license will be awarded upon a successful "Pass" on NCLEX-RN® and satisfaction of other Board of Nursing licensure requirements.

ADMISSION REQUIREMENTS

1. Admission to UNCP by meeting general requirements for admission as a regular degree-seeking student.
2. Successful completion of all 62 hours of general education nursing core (46 hours) and pre-requisite nursing major (16 hours) courses with a grade of C or better prior to Summer Session II of the year of admission.
3. A cumulative GPA of 2.8 (4.0=A). Each student's total GPA is calculated on all transferable college courses attempted at all accredited institutions of higher education according to the UNCP Admissions Office guidelines.
4. A cumulative GPA of 2.8 in the following mathematics and science courses: MAT 1070 or higher, BIO 2110, BIO 2120, BIO 3150, CHM 1400, CHM 1410, CHM 1120, and CHM 1130.
5. Physical, mental, and emotional health that enables a student to participate in and complete the program (see departmental policies).
6. Submission of a supplemental application to the Department of Nursing by January 15 of the year they plan to enter the BSN program. All applicants will be notified of acceptance status no later than March 15.

ACADEMIC STANDARDS FOR PROGRESSION

The following requirements must be met in order to progress in the nursing program:

1. Maintain a cumulative grade point average of C (2.0) or higher.
2. Achieve a grade of C or higher in each nursing course before proceeding to next nursing course.
3. Receive a P (pass) grade on the laboratory or clinical component of each nursing course that has either laboratory or clinical experience. A grade of F (fail) in any laboratory or clinical component will result in an F for the course.
4. Only one nursing course may be repeated one time during progression in the nursing program.
5. Maintain current CPR certification, TB (or x-ray) testing, evidence of Hepatitis B vaccination, health insurance, and malpractice insurance while enrolled in the nursing program.
6. Adhere to all policies of the University, Department of Nursing, and clinical agencies.

PRE-LICENSURE BSN OPTION DESCRIPTION

Requirements for a Bachelor of Science in Nursing (BSN) Degree		Sem. Hrs.
General Education and Support Courses		62
Composition: ENG 1050, 1060	6	
Arts and Humanities: restricted selection*, PHI 1010 required	12	
General Education Electives: SPE 1020 (all freshmen are required to take this course unless they test out of it; those who test out will need another 3 hours from General Education elective options)	3	
Social Sciences: PSY 1010, SOC 1020 recommended, restricted selection*	9	
Natural Sciences/Math: CHM 1400, 1410; CHM Lab 1120, 1130; MAT 1070 or higher	11	
Physical Education: restricted selection*	2	
Anatomy and Physiology: BIO 2110, 2120	8	
Microbiology: BIO 3150	4	
Biology: BIO 1000	3	
Statistics: PSY 2080, SOC 3600, or MAT 2100	3	
Health Technology and Informatics: NUR 2000	1	
Required Nursing Courses		62
NUR 3010, 3030, 3040, 3050, 3100, 3150, 3200, 3250, 3450, 3500, 4000, 4120, 4150, 4350, 4450, 4510		
		Total: 124

* Refer to General Education Requirements section of this catalog for restricted elective choices.

RN-BSN COMPLETION OPTION

The RN-BSN completion option is designed for registered nurses who wish to earn the baccalaureate nursing degree. The RN-BSN completion option may be completed in one to two calendar years depending on each student's previous coursework and individual plan of study. Building on competencies attained by the registered nurse, the program extends the student's knowledge, skills, attitudes, and scope of practice for expanded career opportunities, enhances personal and professional satisfaction, and develops a foundation for further study in graduate nursing education.

ADMISSION REQUIREMENTS

1. Be admitted to UNCP by meeting general requirements for admission as a regular degree-seeking student.
2. Present evidence of having earned an Associate Degree in Nursing or a Hospital Diploma in nursing, from an accredited program.
3. Have a current, unrestricted North Carolina nursing license or a license with multistate practice privileges by authority of the Nurse Licensure Compact.
4. Successfully complete all but 9 semester hours of the 62 hours of general education nursing core (46 hours) and prerequisite nursing major (16 hours)courses (grade of C or better) prior to enrolling in the first nursing course.
5. A cumulative GPA of 2.8 (4.0=A). Each student's total GPA is calculated on all transferable college courses attempted at all accredited institutions of higher education according to the UNCP Admissions Office guidelines.
6. A cumulative GPA of 2.8 in the following mathematics and science courses: MAT 1070 or higher, BIO 2110, BIO 2120, BIO 3150, CHM 1400, CHM 1410, CHM 1120, and CHM 1130.

ACADEMIC STANDARDS FOR PROGRESSION

The following requirements must be met in order to progress in the nursing program:

1. Have a current, unrestricted North Carolina nursing license or a license with multistate practice privileges by authority of the Nurse Licensure Compact.
2. Maintain a cumulative grade point average of C (2.0) or higher.
3. Achieve a grade of C or higher in each nursing course before proceeding to the next nursing course.
4. Receive a P (pass) grade on the laboratory or clinical component of each nursing course that has either laboratory or clinical experience. A grade of F (fail) in any laboratory or clinical component will result in an F for the course.
5. Only one nursing course may be repeated one time during progression through the nursing program.
6. Maintain current CPR certification, TB (or x-ray) testing, evidence of Hepatitis B vaccination, health insurance, and malpractice insurance while enrolled in the nursing program.
7. Adhere to all policies of the University, Department of Nursing, and clinical agencies.

VALIDATION OF PREVIOUS NURSING EDUCATION

Validation of previous nursing education is achieved by successful completion of Nursing 3000 and Nursing 3200.

RN-BSN COMPLETION OPTION DESCRIPTION

Requirements for a Bachelor of Science in Nursing (BSN) Degree for RNs (RN-BSN Completion Option)		**Sem. Hrs.**
General Education and Support Courses		55
Composition: ENG 1050, 1060	6	
Humanities/Speech: restricted selection*, PHI 1010 required	12	
General Education Program Elective, restricted selection*	3	
Social Sciences: PSY 1010, SOC 1020 recommended, restricted selection*	9	
Natural Sciences/Math: CHM 1120, 1130, 1400, 1410; MAT 1070 or higher	11	
Physical Education: restricted selection*	1	
Anatomy and Physiology: BIO 2110, 2120	8	
Microbiology: BIO 3150	4	
Statistics: MAT 2100, PSY 2080, or SOC 3600	3	
Health Technology and Informatics: NUR 2000	1	
Validation of Previous Nursing Experience		30
Required Nursing Courses		31
NUR 3000, 3100, 3200, 3250, 3300, 4000, 4120, 4350, 4550		
General Electives		5
		Total: 124

* Refer to General Education Requirements section of this catalog for restricted elective choices.

COURSES

NOTE: The numbers enclosed in parentheses immediately following course numbers indicate the semester hour credits, lecture contact hours, and laboratory hours respectively. Lecture and laboratory hours are normally scheduled each week for one semester in the course. Credit hours for laboratory experiences are calculated as one semester credit hour for 3 contact hours.

NUR 2000 (1-1-0) Introduction to Health Technology and Informatics

This course provides students interested in nursing and other human science professions with an opportunity to acquire and apply knowledge and skills from information and computer science to

the healthcare field. The course introduces students to applications of information systems in healthcare practice, education, and research. Hardware, software, databases, communications applications, computer developments, and associated legal and ethical issues are addressed. Students learn how healthcare providers can assess, develop, and use information systems to work more efficiently, allocate resources more effectively, and improve consumer health care. *Pre-Requisite: Required of all pre-nursing majors.*

NUR 3000 (3-3-0) Transition to Professional Nursing

This course focuses on the role of the professional nurse. An overview of the delivery of professional nursing practice and role transition. Advanced theoretical concepts will be examined using the nursing process as a framework. *Prerequisites: Admission to Professional Program. RN-BSN students only.*

NUR 3010 (2-2-0) Introduction to Professional Nursing

This course introduces students to the values and concepts appropriate to professional nursing practice included in the Essentials of Baccalaureate Education for Professional Nursing Practice, ANA Social Policy Statement, ANA Clinical Standards, and Code of Ethics with Interpretive Statements and to the professional nursing roles of advocate, clinician, coordinator/collaborator, educator, leader, and researcher. Included in the course will be an introduction to the profession of nursing and healthcare delivery in the United States from historical and contemporary perspectives and to the UNCP Department of Nursing mission, purposes, and educational program objectives. *Pre-Requisite:Admission to Professional Program. Pre-licensure BSN students only.*

NUR 3030 (4-2-6) Foundations of Professional Nursing Practice

This course introduces, from a theoretical, research base, nursing skills and principles basic to beginning professional nursing practice. Emphasis is placed on the application of the nursing process to guide the recipient of nursing care toward an optimal level of functioning. The dimensions of Gordon's functional health patterns will be explored. Learning experiences will provide the opportunity for students to begin to develop proficiency in six interrelated nursing roles, with an emphasis on developing the clinician, educator, and researcher roles. Utilization of the nursing process, critical thinking, and decision making in simulated and actual clinical situations will be emphasized. During laboratory sessions students will have the opportunity to practice basic nursing skills through simulated clinical situations. The clinical component of the course provides an opportunity for students to apply theory to nursing practice and to develop beginning proficiency in basic nursing skills with recipients of nursing care in community and long-term care settings. *Pre-Requisite: Admission to Professional Program, Pre-licensure BSN students only. Co-Requisite: NUR 3010.*

NUR 3040 (2-2-0) Normal and Therapeutic Nutrition

This course introduces the principles of nutrition and ways in which these principles are applied to promote an optimal level of functioning for all individuals. Topics include nutritional requirements for maintaining health and development throughout the life span as well as factors affecting food choices of individuals and society. Emphasis is placed on nutrition assessment and interventions in relation to the nutrition goals of Healthy People 2010 and the Dietary Guidelines for Americans. *Prerequisites: NUR 3010, 3030.*

NUR 3050 (3-3-0) Pharmacology for Clinical Practice

This course examines the major categories of pharmacologic agents and application of pharmacologic concepts to clinical nursing practice. Emphasis is placed on understanding the physiologic actions of the drugs, expected patient responses, major side effects, and implications for nursing. Drug dosage computation is included. *Prerequisites: NUR 3010, 3030 (pre-licensure BSN students) or permission of instructor (RN-BSN students).*

NUR 3100 (3-3-0) Transcultural Nursing

This course is designed to assist students in expanding their view of man. Man is defined as a functioning, whole unit with integrity and uniqueness who uses symbols to communicate with the envi-

ronment. Emphasis will be placed on the concepts of cultural belief systems, health, and caring and how these concepts affect the nursing care delivery system. *Prerequisites: NUR 3010, 3030 (pre-licensure BSN students). Co-Requisite: NUR 3000 (RN-BSN students)*

NUR 3150 (5-3-6) Adult Health Nursing I

This course focuses on the nursing care needs of adults experiencing acute and chronic alterations in health and the use of the nursing process as a framework for providing and managing nursing care for these clients. Students will examine theoretical and research findings as well as issues and trends influencing the planning and delivery of nursing care for adults experiencing acute and chronic alterations in health. Learning experiences will provide the opportunity for students to continue to develop proficiency in six interrelated nursing roles, with an emphasis on the clinician, coordinator/collaborator, educator, leader, and researcher roles. Emphasis is placed on enhancing critical thinking skills and the roles of the professional nurse in health promotion and maintenance, illness care, and rehabilitation of clients with acute and chronic alterations in health in a variety of healthcare settings. *Prerequisites: NUR 3010, 3030.*

NUR 3200 (3-2-3) Health Assessment Across the Life Span

This course prepares the student to conduct comprehensive health assessments. Emphasis is placed on the acquisition, processing, and interpretation of data collected from clients of all ages. A physical, psychological, and sociocultural approach is used to assess the client and to incorporate consideration of the client's needs, state of wellness, development level, and response to life experiences. The campus laboratory experience consists of practice with clients. Successful completion of the course validates lower division technical nursing clinical. *Prerequisites: NUR 3010, 3030 (pre-licensure BSN students). Co-Requisite: NUR 3000 (RN-BSN students).*

NUR 3250 (3-3-0) Pathophysiology Across the Life Span

This course prepares the student to systematically approach complex situations. Emphasis will be placed on the integration and application of pathophysiological concepts to the holistic human in time of physical stress. This course utilizes the nursing process as the basis for examining persons with pathologies requiring multiple dimensions of nursing care. *Prerequisites: NUR 3010, 3030 (pre-licensure BSN students). Co-Requisite: NUR 3000 (RN-BSN students).*

NUR 3300 (3-3-0) Gerontological Nursing

This course examines the process of aging. Physical, psychological, sociocultural, and spiritual aspects of aging are examined within the context of the family and society. Advanced theoretical concepts will be examined using the nursing process. *This course is NOT REQUIRED FOR THE DEGREE for pre-licensure BSN students. Prerequisite: NUR 3000 or permission of instructor.*

NUR 3450 (5-3-6) Family Nursing I

This course focuses on nursing care and health promotion for the childbearing family. The course provides an introduction to the process of normal childbirth and dynamics of the childbearing family as well as the identification and care of high-risk recipients of nursing care. Nursing process provides direction to promote, restore, and maintain health of women and newborns within a family context and including cultural diversity. Learning experiences will provide the opportunity for students to continue to develop proficiency in the six interrelated nursing roles. *Prerequisites: NUR 3040, 3050, 3100, 3150, 3200.*

NUR 3500 (5-3-6) Family Nursing II

This course focuses on nursing care of the child-rearing family, including viewing the child and family as recipients of nursing care. Course content includes care of the child from infancy through adolescence, both hospitalized and within the community, acutely ill and chronically ill; common stressors for the child and family throughout the growing years; and strategies for health promotion for the child and family. Learning experiences will provide the opportunity for students to continue to develop proficiency in the six interrelated nursing roles. *Prerequisites: NUR 3040, 3050, 3100, 3150, 3200.*

NUR 4000 (3-3-0) Nursing Research and Theory
This course provides students with an overview of the role of theory and research in the development of nursing as a profession. Students are introduced to the principles and concepts in both quantitative and qualitative research approaches. With a focus on the role of the professional nurse as a consumer of research, students develop skill in the ability to critically read and evaluate research findings based on nursing theory and practice needs. *Prerequisites: Completion of 3000-level courses (pre-licensure BSN students); Completion of 3000-level courses or permission of instructor (RN-BSN students). Co-Requisites: Statistics—PSY 2080, SOC 3600, or MAT 2100 (RN-BSN students).*

NUR 4120 (5-3-6) Leadership in Nursing
The course focuses on the professional nurse's role as a leader in the profession and healthcare delivery. The focus will be on the evolution of nursing, nursing leaders as vanguards of the profession, contemporary healthcare delivery, the professional role of the nurse leader in healthcare delivery. Leadership and management principles will be examined. *Prerequisites: NUR 4000, 4150, 4350 (pre-licensure BSN students). Co-Requisite: NUR 4000 or permission of instructor (RN-BSN students).*

NUR 4150 (5-3-6) Psychiatric/Mental Health Nursing
This course focuses on the nursing care needs of persons experiencing alterations in social and psychological functioning. Students will examine theoretical and research findings as well as issues and trends influencing the planning and delivery of nursing care for persons with common psychiatric disorders or mental health needs. Emphasis is placed on the role of the professional nurse in psychiatric–mental health nursing, the application of the nursing process as a framework for providing and managing nursing care, and the enhancement of critical thinking skills, therapeutic nursing interventions, effective communication, and interpersonal skills as they relate to care of persons experiencing alterations in social and psychological functioning. Learning experiences will provide the opportunity for students to continue to develop proficiency in the six interrelated nursing roles. *Prerequisites: Completion of 3000-level courses. Pre-licensure BSN students only. Co-Requisite: NUR 4000.*

NUR 4350 (5-3-6) Community Health Nursing
This course focuses on care of culturally diverse populations and aggregates within the community. Emphasis is on the use of evidence-based knowledge and six interrelated roles of the professional nurse in addressing the preventative health needs of populations and aggregate groups in the community setting. Current public health problems, epidemiology, trends in healthcare delivery, and community resources are examined. Students analyze the sociocultural, political, economic, ethical, and environmental factors that influence community and global health. Clinical experiences will allow students to understand, alter, and enhance the political and/or socioeconomic forces that impact health and healthcare delivery. *Prerequisites: Completion of 3000-level courses. Co-Requisite: NUR 4000 (Pre-licensure BSN students). Co-Requisite: NUR 4000 or permission of instructor (RN-BSN students).*

NUR 4450 (6-3-9) Adult Health Nursing II
This course focuses on nursing care needs of adults with acute and complex health problems related to major body systems. Students will have an opportunity to examine pathophysiological, psychological, and sociocultural implications as well as current research and trends in care of adults experiencing complex health problems. The emphasis is on enhancing critical thinking skills in the planning and delivery of nursing care for adults with complex health problems. Learning experiences provide the opportunity for students to continue to develop proficiency in the six interrelated nursing roles and self-direction in providing nursing care for clients with complex health problems in a variety of clinical settings. *Prerequisites: NUR 4000, 4150, 4350. Pre-licensure BSN students only.*

NUR 4510 (3- 2-8*) Transition to Professional Nursing: A Capstone Experience
This course facilitates the transition of students into professional practice through preceptorships with professional nurses in a variety of clinical settings. Through this culminating experience, students will synthesize knowledge of nursing cognates and general education to increase their responsibility and accountability for providing quality nursing care. Faculty selects, with input from individual students,

a clinical agency for the clinical experience. Students will apply all nursing roles (advocate, clinician, collaborator/coordinator, educator, leader, and researcher) with an emphasis on the clinician and leader roles. The experience allows faculty to assess each student for minimal competencies of the terminal educational objectives. *Prerequisites: Pre-licensure BSN students only. Co-Requisites: NUR 4120, 4450. To enroll in this course students must have adhered to all Department of Nursing policies and procedures during this and prior semesters. *To meet the North Carolina Board of Nursing precepted clinical experience requirement of 120 hours, the course does not follow the traditional one semester credit hour for 3 contact hours for a laboratory experience.*

NUR 4550 (3-3-0) Professional Nursing Issues in Practice

This course is the capstone experience that includes synthesis of nursing cognates and general education. The experience allows the students to assess their knowledge of the program objectives. The course will incorporate essential knowledge, psychomotor, and affective domains of BSN education. *Prerequisites or Corequisites: to be taken simultaneously with or after completing all other requirements for the BSN degree. RN-BSN students only.*

ELECTIVE COURSES

NUR 4210 (3-3-0) Nursing and Women's Health

This course focuses on the current health care challenges and issues of women's health and implications for professional nursing practice. Women's roles in a complex society will be examined to facilitate increased self-awareness as consumers and providers in the health care delivery system.

NUR 4400 (1-0-0) Professional Nursing Honors Practicum

This course provides outstanding academic nursing students the opportunity to identify and analyze a nursing topic and/or problem of major interest. Students enrolled will create their project and learning objectives in collaboration with faculty facilitator. This course is NOT REQUIRED FOR THE DEGREE. Students are encouraged to consider this course if planning to attend graduate school. *Prerequisite: Must be classified as a senior and have a minimum overall cumulative GPA of "B" (3.0) and Department Chair approval.*

NURS 4xxx (x-x-x) Special Topics in Nursing

The course offers the student the opportunity to study through trips designed to acquaint students with nursing education, practice, and health care policy from a global perspective. Students will be expected to compare nursing education, practice, and health care policy in a variety of geographical settings. As announced. Acceptance is competitive. Credit, 1-3 semester hours.

GRADUATE COURSES

For information about courses leading to a Master of Science in Nursing (M.S.N.), see the School of Graduate Studies section of this catalog.

PHILOSOPHY AND RELIGION

Chair: David H. Nikkel

Jeffery L. Geller Mordechai Inbari Sharon Lea Mattilla
Melinda Rosenberg Ray K. Sutherland

Philosophy and religion have long been considered integral parts of the Liberal Arts Programs. The courses presented here are planned to give the inquiring student an introduction to these broadening disciplines, the means whereby the significance of various disciplines can be interpreted, and a way of viewing, understanding and resolving some of the conflicts and issues in modern culture. These courses prepare the student to take an active part in community activities or in planning for graduate study.

A combined major in philosophy and religion of thirty hours is offered. A minor of eighteen hours is also offered.

Students interested in majoring in philosophy and religion should discuss their interests with a faculty member in the Department. In order to help fulfill the aims of the individual student, courses are to be selected in conference with the student's departmental advisor.

BACHELOR OF ARTS IN PHILOSOPHY AND RELIGION

Requirements for a Bachelor of Arts Degree in Philosophy and Religion	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirement*	44
Courses for the Major:	30
Required Courses (9 hours): PHI 1000; REL 1300; PHI 1010	
Courses from the Core Philosophy and Religion Curriculum (21 hrs.)	
At least 15 of these 21 hours must be at the 3000 or 4000 level	
At least four of these areas must be represented:	
General: PHI 1200, PHI/REL 1020, REL 1050, 1060, 1080, 1220, 1430	
History of Philosophy: PHI 2110, 3080, 3090, 3110, 4000	
Philosophy and Culture: PHI 2040, 2050, 2070, 3010, 3160, 3200, 3210, 3300, 3760, 4030, 4230, 4430	
Biblical: REL 2030, 3160, 3180, 3210, 3290, 3360, 3370, 4010	
Religious Thought: REL 2050, 2090, 2140, 2340, 3025, 3190, 3270, 3280, 4070, 4170, 4230; PHI/REL 3220, 3550	
World Religions: REL 2130, 2160, 2180, 3028, 3029, 3030, 3150, 3420, 3430, 4150, 4350, PHI/REL 4500	
Students taking 18 or more hours with a REL prefix must take REL 4410	
Electives	45
	Total: 120

ACADEMIC CONCENTRATION

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department of Philosophy offers an academic concentration in the form of a Philosophy and Religion major of 30 hours. Six hours of this 30 may also be used to meet General Education requirements.

MINORS IN PHILOSOPHY AND RELIGION (18 Semester Hours)

The Department of Philosophy and Religion offers minors for students in other majors. Students majoring in Philosophy and Religion may also pursue a minor in the department under certain circumstances. There are a number of courses in the department which may be used in developing a minor. Students are encouraged to consult with a member of the department in planning a minor. Some of the possibilities would be in Biblical Studies, Non-Western Religions, Ethics, Church History, Religious Thought, and Philosophy.

Minor Areas and Required Courses in the Minor

The minor requires 18 semester hours; at least six hours must be at the 3000 or 4000 level. A large number of elective hours are possible in each minor. Minors must be approved by the Department.

Philosophy Minor PHI 1000 plus 15 elective hours.
Religion Minor REL 1300 plus 15 elective hours.
Philosophy and Religion PHI 1000 and REL 1300 plus 12 elective hours.

Minor in Asian Studies, British Studies, Jewish and Middle Eastern Studies, or Terrorism Studies

Students should consult the Interdisciplinary Majors and Minors section of the catalog for a description of the interdisciplinary minor in Asian Studies, British Studies, Jewish and Middle Eastern Studies, or Terrorism Studies.

COURSES

PHILOSOPHY (PHI)

GENERAL

PHI 1000. Introduction to Philosophy

A survey of the major issues and philosophers in the history of western philosophy. Credit, 3 semester hours.

PHI 1010. Logic

The methods and principles of correct thinking. Emphasis on informal logic, the syllogism, and fallacies. Computer modeling activities are required. Credit, 3 semester hours.

PHI 1020. Perspectives on Humanity (REL 1020)

A study of the dominant understandings of humanity. Philosophical, religious, scientific, and literary sources are read and discussed. Credit, 3 semester hours.

PHI 1200. Introduction to Asian Studies (PSPA 1200/HST 1200)

An introduction to the field of Asian Studies through an interdisciplinary perspective combining history, politics, economics, philosophy, and culture using a variety of theories, methodologies, and sources (textbook, book chapters, articles, literature). The course focuses on East Asia (China, Japan, Korea) but will also include India, Southeast Asia, and other countries. Credit, 3 semester hours. PREREQ: C or better in ENG 1050

HISTORY

PHI 2110. American Philosophy

A study of the major figures in American philosophy, including Pierce, Royce, James, and Dewey. Credit, 3 semester hours. PREREQ: PHI 1000 or consent of instructor.

PHI 3080. The Great Philosophers: Ancient and Medieval

Studies in Plato, Aristotle, Augustine, Aquinas, and others. Credit, 3 semester hours. PREREQ: PHI 1000 or consent of instructor.

PHI 3090. Modern Philosophy
Studies in Descartes, Locke, Kant, Hegel, Nietzsche, and Wittgenstein. Credit, 3 semester hours. PREREQ: PHI 1000 or consent of instructor.

PHI 3110. Theories of Knowledge and Reality
A study of the major attempts to answer the fundamental questions about the self, the nature of reality, God, perception, and belief. Credit, 3 semester hours. PREREQ: PHI 1000 or consent of instructor.

PHI 4000. Contemporary Philosophy
A study of phenomenology, existentialism, post-modernism, logical positivism, ordinary language philosophy, and conceptual analysis. Credit, 3 semester hours.

PHILOSOPHY AND CULTURE

PHI 2040. Introduction to Ethics
A study of the criteria by which moral decisions are made and their applications to selected contemporary ethical issues. Credit, 3 semester hours.

PHI 2050. Social and Political Philosophy
Studies of opposing philosophical views about humankind and the foundation of political and social life. Credit, 3 semester hours.

PHI 2070. Contemporary Moral Issues
This is a survey course in applied ethics. Issues such as abortion, capital punishment, cloning, and affirmative action will be discussed. Credit, 3 semester hours.

PHI 3010. Moral Theory
This course will take an in-depth focus on the major theoretical approaches to ethics. The course will begin with a review of the historical origins of moral theory (Aristotle, Kant, and Mill). During the second part of the class, we will examine several attempts to rearticulate virtue ethics, Kantian ethics, and utilitarianism to address contemporary concerns. This course is intended as an advanced course in moral theory and is not a replacement for PHI 2040. Credit, 3 semester hours. PREREQ: PHI 1000 or 2040.

PHI 3160. Sports Ethics
This course will examine ethical issues that arise in sports. Issues such as sportsmanship, the use of performance-enhancing drugs, and fair play will be discussed. Credit, 3 semester hours.

PHI 3200. Ethics, Politics, and Law
A study of the issues that lie at the intersection of moral theory, political philosophy, and legal philosophy, the course will address several issues of particular interest to all three fields, among them punishment, freedom of speech, and the nature of political obligation. Analysis will be filtered through a careful reading of several important contemporary works in moral, political, and legal philosophy. The course assumes some background in at least one of the three areas being studied. Credit, 3 semester hours. PREREQ: PHI 2040.

PHI 3210. Philosophy of Science
A study of the problems and implications of the mathematical, physical, biological, and social sciences leading to philosophical synthesis of the relation between the sciences and humans. Credit, 3 semester hours. PREREQ: PHI 1000 or instructor consent.

PHI 3220. Religion and Science (REL 3220)
An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims. Credit, 3 semester hours.

PHI 3300. Environmental Ethics
Ethical issues related to such topics as climate change, overpopulation, animal rights, future generations, and pollution will be explored. Credit, 3 semester hours.

PHI 3550. Philosophy of Religion (REL 3550)
An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, the character and meanings of religious commitment. Credit, 3 semester hours.

PHI 3760. Medical Ethics
An examination of the major ethical issues raised by recent medical developments, such as: abortion, psychosurgery, organ transplants, euthanasia, human experimentation and health care. Credit, 3 semester hours.

PHI 4030. War and Morality
When is a nation justified in going to war, or are we morally obliged to refrain from killing others? Ought decisions to wage war be constrained by morality at all? And, in the event that war is sometimes justified, are there restrictions upon what soldiers are permitted to do in war? This course will explore a range of possible answers to these questions. After a brief overview of contemporary moral theory, students will discuss arguments for and against pacifism and realism and then turn their attention to a middle-ground answer, just war theory, which attempts to place moral limits on the practice of war. Credit, 3 semester hours. PREREQ: PHI 1000.

PHI 4230. Philosophy of Art and Beauty
A study of aesthetic values in nature, art, literature, music, and drama. Credit, 3 semester hours.

PHI 4430. Business Ethics
An analysis and evaluation of ethical theories and their application to business. Possible topics include economic justice, social responsibility of business, corporate responsibility, self-regulation and government regulation, duties to the environment, ethics of advertising, the rights and duties of employees, manufacturers and consumers. Credit, 3 semester hours.

PHI 4500. Advanced Studies in Eastern Philosophies and Religions (REL 4500)
In-depth analysis of Eastern (Asian) philosophies/religions/ways of life, based on the reading of primary Hindu, Buddhist, and Taoist texts. Jainism, Sikhism, Confucianism, and Shinto also receive coverage. Comparison of Eastern and Western understandings of the nature of religion, philosophy, ultimate reality, and the human condition and destiny is included. Credit, 3 semester hours.

SPECIAL STUDIES IN PHILOSOPHY

PHI 3400. Writing in Philosophy and Religious Studies (REL 3400)
A Writing-in-the-Disciplines course providing instruction and active learning with respect to writing in philosophy and in religious studies. It addresses discipline-appropriate style, audience, organization, research methods, citation, and editing. Credit, 3 semester hours.

PHI 4990. Independent Study in Philosophy
A student who wishes to enroll in 4990, Independent Study, must: 1. be classified as a senior, 2. have a cumulative grade point average of 3.0 or better in the major area of study, 3. request independent study in the major area, and 4. submit a Request for Approval of Independent Study in triplicate to the Office of Academic Affairs. The form can be obtained from the Department Chair. It must be approved by: 1. the professor supervising the student in independent study, 2. the Department Chair, 3. the Registrar, and 4. the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a written report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library. Credit, 1-3 semester hours.

PHIS 4xxx. Seminar in Philosophy

An examination of selected philosophers, movements, problems, or major ideas to be presented each term the course is presented. The objectives of the course may be met by directed research. The course may be repeated for credit up to and including 9 semester hours as long as there is no duplication of subject matter. Credit, 1-3 semester hours. PREREQ: Consent of instructor.

RELIGION (REL)

GENERAL

REL 1020. Perspectives on Humanity (PHI 1020)

A study of the dominant understandings of humanity. Philosophical, religious, scientific, and literary sources are read and discussed. Credit, 3 semester hours. PREREQ: PHI 1000 or REL 1300.

REL 1050. Introduction to the Old Testament

A study of the Covenants in Israel, of the rise and fall of the Hebrew nations under the judges and kings, of the religious development of the people as written in the literature of these periods. Credit, 3 semester hours.

REL 1060. Introduction to the New Testament

The study of the origins and development of Christianity from Jesus Christ through the first century with emphasis on the writings of that age in correlation with the history of the Roman Empire. Credit, 3 semester hours.

REL 1080. Introduction to Religious Thought

This course will serve as an introduction to key common issues in religious thought, such as the nature of ultimate reality, human nature and ultimate destiny, and how religious people claim to know divine matters through reason and revelation. The course will focus on Judeo-Christian theology, though other perspectives will be treated. Some attention will be paid to the cultural contexts that influence religious thinkers as they formulate questions and offer answers on these inescapable issues. Credit, 3 sem. hours.

REL 1220. Understanding Religious Practices

Rituals are a basic component of religions and all of human existence. This course provides an introduction to the study of these routinized practices, considering the ways they develop and change across time and context, the impact that participating has on individual participants, and the similarity of religious practices to non-religious rituals. Credit, 3 semester hours.

REL 1300. Introduction to Religion

This course seeks to define what religion is and to outline different approaches to the study of religion. The following questions are discussed: What are the roots of religious faith? What might a mature religious faith look like? Readings relating religion to the new generation are part of this study. Credit, 3 semester hours.

REL 1430. Society and Religion

This course provides an introduction to the various ways that religion interacts with society, including issues such as gender, social status, family relations, individual and group identity, economics, social issues, and politics. Credit, 3 semester hours.

BIBLICAL

REL 2030. The Pentateuch

A study of the composition and structure of the Pentateuchal literature (the first five books of the Bible) and how these narratives and laws were perceived and applied throughout Israel's history. Credit, 3 semester hours.

REL 3160. Biblical Wisdom Literature

A study of Proverbs, Job, Qoheleth, intertestamental Wisdom literature, and the aphorisms and parables of Jesus. Credit, 3 semester hours.

REL 3180. Apocalyptic Literature
A study of apocalyptic literature of the Old and New Testaments with emphasis on the historical, religious and psychological backgrounds. Credit, 3 semester hours.

REL 3210. The History of Biblical Worship
This course is a study of the theory, theology, and practice of worship as it is presented in the various texts of the Bible. The course will key on the development of worship from the time of the patriarchs, through the wide variety of worship in monarchic era Israel and the synagogues and churches of the first century. The origins and meaning of sacrifice, prayer, priesthood, temple, and the concept of the holy will be examined from historical, sociological, and anthropological perspectives. Credit, 3 semester hours.

REL 3290. Life and Letters of Paul
A study of the life and world of Paul with special consideration of his preparation and mission, his style and subject matter. Credit, 3 semester hours.

REL 3360. Life of Jesus
A study of the life and teachings of Jesus as they are presented in the four gospels with emphasis upon world conditions in his day and the significance of teachings on Jesus+ death and understanding of the resurrection. Credit, 3 semester hours.

REL 3370. Prophetic Literature of the Bible
A review of the call, purpose, and work of the prophet. A study of the writings of Amos, Hosea, Jeremiah, Isaiah, etc. Credit, 3 semester hours.

REL 4010. Biblical Narrative
A study of the poetics, genres, and messages of narrative literature in the Old Testament and the New Testament: the Pentateuch, the former Prophets, the Apocrypha, and the Gospels. Credit, 3 semester hours.

RELIGIOUS THOUGHT AND CULTURAL EXPRESSION

REL 2050. Religion, Art, and Culture
A study of the interaction between religion and culture, involving intellectual, aesthetic, and theological dimensions of meaning. A primary focus will be visual art, including painting through Western history and contemporary films. Credit, 3 semester hours.

REL 2090. Religion in America
A study of distinctive themes and characteristics of religion in America. Topics such as Civil Religion, Religious Liberty and the Free Church, Revivalism, American Religious Movement, Missions, Black Religion, American Indian traditions, and American religion in ferment will be considered. Credit, 3 semester hours.

REL 2140. Introduction to Religious Ethics
An introduction to and survey of religious ethics, particularly in the Judeo-Christian tradition. The course will examine resources and methods for doing religious ethics from scripture, tradition, and contemporary philosophy, experience, and culture, as well as analyze specific personal and social moral issues. Credit, 3 sem. hours.

REL 2340. Classical Mythology
Myth is a central category of religious studies. This course will survey the mythology of ancient Greece and Rome. It will also address (in a more limited way) the mythologies of ancient Mesopotamia and Egypt. Though the course will focus primarily on a survey of the actual mythic traditions themselves, some attention will also be paid to the function of myth, theories of myth, and the impact of classical mythology on subsequent centuries of art and literature. Credit, 3 semester hours.

REL 3025. Fundamentalisms (PLS 3025)
Starting in the 1970s, there has been a substantial growth in the strength of religious radical movements sometimes known as "fundamentalist," which seek to manifest their religious faith in the political arena. The course will examine these phenomena in comparative perspective primarily in Judaism, Christianity, and Islam. We will focus on the religious players in the Middle East conflict. Special attention will be given to the place of Jerusalem as a focal center for religious extremist activity. Credit, 3 semester hours.

REL 3190. Modern Religious Thought
A study of selected trends and figures in modern religious thought. Credit, 3 semester hours.

REL 3220. Religion and Science (PHI 3220)
An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims. Credit, 3 semester hours.

REL 3270. History of Western Religious Thought
An overview of Western religious thought from antiquity through the eighteenth century. The religious dimensions of ancient Greek philosophy, developments in Christian, Jewish, and Islamic theology, as well as reformulations and skeptical responses of the Enlightenment, are covered. Credit, 3 semester hours.

REL 3280. Violence and Religion
This course examines the positive and negative interactions between adherents of differing religions, considering the larger pattern of inter-religious relations and the complex sources of conflicts. The course will focus on specific conflicts as case studies. Specific cases will vary. Credit, 3 semester hours.

REL 3550. Philosophy of Religion (PHI 3550)
An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, and the character and meanings of religious commitment. Credit, 3 semester hours.

REL 4070. Origins of Judaism and Christianity
This seminar examines the work of scholars engaged in redescribing the beginnings of ancient Israel, of Judaism, Christianity, and Islam. It focuses on the critical difference between "beginnings" as a historical category and "origins" as a mythic category, and the implications of this difference for understanding the foundation narratives of Western religious traditions. Credit, 3 semester hours.

REL 4170. Sociology of Religion (SOC 4170)
Religious institutions and relationships in modern society. Credit, 3 semester hours. PREREQ: Consent of instructor.

REL 4230. Jerusalem In Time, Space, and Imagination
Following a chronological order, this course explores the origins, character and ongoing shifts in symbolic meaning of one of the most ancient and continuously settled cities on earth, Jerusalem. Students will acquire basic knowledge of the major periods in this long history as well as of the communities and traditions that have called it their home. Credit, 3 semester hours.

RELIGIONS OF THE WORLD

REL 2130. American Indian Religious Traditions (AIS 2130)
This course is designed as an introduction to the contributions that American Indian religious traditions make to the general study of religion. As such, it is a survey of the religious traditions and practices of American Indians. Credit, 3 semester hours.

REL 2160. Asian Religions
A study of the historical development and teachings of Hinduism, Buddhism, Shintoism, and Confucianism. Credit, 3 sem. hrs.

REL 2180. Middle Eastern Religions
A study of the historical development and teachings of the religions of the Near East with emphasis on Islam, Zoroastrianism, and Baha'ism and including current Near Eastern Christians. Credit, 3 semester hours.

REL 3028. Cultural and Religious History of China (HST 3028)
The course introduces students to the diverse religious traditions of China within the context of Chinese culture, in particular the interaction between religion, culture, and society throughout the nation's history. It reviews (1) the major concepts and ideas of each religion; (2) the historical background of the emergence or transmission of each religion; and (3) some facets that religions played out in the cultural and political life of China. Credit, 3 semester hours.

REL 3029. Cultural and Religious History of Korea and Japan (HST 3029)
The course introduces students to the diverse religious traditions of Korea and Japan: Confucianism, Buddhism, Shamanism, Christianity, Shintoism, and various new religions. The course considers these traditions within the context of their culture, in particular the interaction between religion, culture, and society throughout the history of the two countries. The course reviews (1) the major concepts and ideas of each religion; (2) the historical background of the emergence or transmission of each religion; and (3) some facets that religions played out in the cultural and political life of Korea and Japan. Credit, 3 semester hours.

REL 3030. Islam
Providing an introduction to the study of Islamic traditions, the course begins with an overview of early Islamic developments, including topics such as Muhammad, the Quran, and the spread of Islam. The course continues with a study of Islamic thought and practices, contextualizing these topics by focusing on the experiences of Muslims in particular locations around the globe. Credit, 3 semester hours.

REL 3150. Judaism
An examination of the history, literature, and faith of Post-Exilic Judaism. Credit, 3 semester hours.

REL 3420. Hindu Traditions
This course focuses on the diverse basic elements associated with Hindu traditions, including sacred texts, philosophical conceptions, gods and goddesses, social relations, and ritualized practices. This course will also consider the ways that Hindus throughout the world practice their Hindu traditions and relate to other religious traditions. Credit, 3 semester hours.

REL 3430. Buddhist Traditions
Following an overview of the historical Buddha, the basic concepts in Buddhism, and the spread of Buddhist traditions throughout Asia, the course examines the major branches of Buddhism, contextualizing this study with a focus on Buddhism in specific locations. Credit, 3 semester hours.

REL 4150. Amerindian Oral Traditions (AIS 4150)
An examination of selected American Indian oral narrative traditions emphasizing a religio-literary assessment of mythical, anecdotal, and historical stories. Credit, 3 semester hours.

REL 4350. Greek and Roman Religion
An introduction to the religious thought and practices of the ancient Greeks and Romans. Topics include ritual, worship, and sacrifice; beliefs about the underworld and afterlife; the ancient mystery cults; philosophical challenges to religion; the religious context of the origins of Christianity and Rabbinic Judaism; Religion and state politics/ethnicity. Credit, 3 semester hours.

REL 4500. Advanced Studies in Eastern Philosophies and Religions (PHI 4500)
In-depth analysis of Eastern (Asian) philosophies/religions/ways of life, based on the reading of primary Hindu, Buddhist, and Taoist texts. Jainism, Sikhism, Confucianism, and Shinto also receive

coverage. Comparison of Eastern and Western understandings of the nature of religion, philosophy, ultimate reality, and the human condition and destiny is included. Credit, 3 semester hours.

SPECIAL STUDIES IN RELIGION

REL 3400. Writing in Philosophy and Religious Studies (PHI 3400)

A Writing-in-the-Disciplines course providing instruction and active learning with respect to writing in philosophy and in religious studies. It addresses discipline-appropriate style, audience, organization, research methods, citation, and editing. Credit, 3 semester hours.

REL 4410. Theories and Methods in Religion

This course examines various methods of studying religions and the historical development of the academic study of religions. Both the critical evaluation and application of various theories and methods are central in this course. Students are expected to apply particular methods to develop a significant research paper. Credit, 3 semester hours.

REL 4990. Independent Study

A student who wishes to enroll in REL 4990, Independent Study, must: (1.) be classified as a senior, (2.) have a cumulative grade point average of 3.0 or better in the major area of study, (3). request independent study in the major area, and (4.) submit a Request for Approval of Independent Study in triplicate to the Office for Academic Affairs. The form can be obtained from the Department Chair responsible for the student's major area of study. It must be approved by the professor supervising the student in independent study; the Department Chair; the Registrar; and the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a written report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library. Credit, 1-3 semester hours.

RELS 4xxx. Special Studies in Religion

A study of selected religious problems, themes, issues or topics to be selected each term the course is presented. The objectives of the course can be satisfied by means of Directed Research. Possible topics are: Religion and Human Life, Myth, Symbol and Metaphor, Religion and Art, Hermeneutics, Contemporary Issues in Religion, Religious Dimensions in Education, and Counseling. Credit, 3 semester hours. This course may be repeated for credit up to and including 9 hours as long as there is no duplication of subject matter. PREREQ: Consent of instructor.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Chair: Kevin S. Freeman

William G. Albrecht
Nicholas A. Giannatasio
Kenneth D. Kitts[1]
Elizabeth L. Normandy[3]
Daniel G. Barbee
Carole Graham
Mark Milewicz[2]
Michael Pennington[4]
Kirill Bumin
Michael R. Hawthorne
Emily A. Neff-Sharum
Robert O. Schneider

[1]Provost and Vice Chancellor for Academic Affairs
[2]Dean, Esther G. Maynor Honors College
[3]Associate Vice Chancellor, Academic Planning and Special Projects
[4]MPA Program Director

Political Science is the systematic study of politics. In its broadest sense, politics includes the decision-making and decision-enforcing processes concerned with the use of valued resources for any group that makes and enforces rules for its members. In this department the emphasis is upon the parts of these processes involving the government.

The Department of Political Science seeks to follow the aims of the liberal arts tradition. It also seeks to provide political science and public administration students with an educational background that will prepare them for a wide range of career opportunities and that are expected by prospective employers from the fields of Law, Foreign Service, Public Administration, Journalism, "Practical Politics," and Teaching.

The Department also offers the Master of Public Administration (M.P.A.) degree with concentrations in Public Management, Criminal Justice, Emergency Management, and Health Administration. For complete information about programs and courses, see the School of Graduate Studies section of the catalog.

BACHELOR OF ARTS IN POLITICAL SCIENCE

Requirements for a Bachelor of Arts Degree in Political Science	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	37
Electives	39
	Total: 121

MAJOR REQUIREMENTS: (37 Hours)

Introductory Requirement: PLS 1000 or PAD 1000[1], 1010	6
Core Courses	13
General, Pre Law, and International Studies Options: PLS 2000, 2170, 2330, 2510	
Public Administration Options: PAD 2010, 2100, 2190, 2330	
Option Courses [choose one option package below]	18
	Total: 37

[1]PAD 1000 for Public Administration options; PLS 1000 for all other options

General Option Package:

Choose any six additional Political Science courses with at least four of the six at the 3000 or 4000 level.

Pre Law Option Package:

PLS 3030 or PHI 2050; PLS 3100, 3110, 3120;

Two other Political Science courses at the 3000 or 4000 level chosen in consultation with the Pre-Law Advisor

International Studies Option Package:

Any two courses from PLSS 3000-3100

Four other courses taken from the following list: PLS 2060***, 2070***, 2520, 3025, 3220, 3312, 3600**, 3610**, 3620, 3750, 3800, 3810, 4170, 4300, 4400, 4510, 4520, PLSS 3010-3100, WLS 4300

Public Administration Option Package:

PAD 3440, 3600, 4530; PAD 4500 or 4770; ECN 2020 or 2030

Select one 3000- or 4000-level course in Public Administration, Political Science, or Economics

Public Administration with Applied Gerontology Minor: (54 hours)

1. Complete Public Administration Option Major Requirements above. (37 hours)
2. Complete Applied Gerontology Minor (17 hours)

Select 17 hours from the following: BIO 1030 or PED 3490; SAB/SWK 2700; NUR 3300; PSY 3050; REC 4250; SWK 3000; SOC 3750; SWK 3840; any course with the GERS designation sponsored by the Southeastern Gerontology Consortium.

Complete a field practicum in an agency that serves the elderly populations.

*Students who plan a major in Political Science should consult with the Department Chair prior to registering for General Education courses.

**Assumes that said internships are with public or private enterprises with a clear international focus, as determined by the Department Chair.

***While both PLS 2060 and PLS 2070 can be taken up to four times each, they only count once each for the purpose of major fulfillment.

ACADEMIC CONCENTRATION

Academic Concentration in Political Science: (28 Hours)

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Political Science Department offers an Academic Concentration of 28 hours. This Academic Concentration is available to other students, regardless of major.

Requirements:

PLS 1000, 1010, 2000, 2170, 2330, 2510;

Any three additional courses in political science with at least one at the 3000 or 4000 level.

MINORS

Legal Studies Minor: (18 Hours)

The minor in legal studies is designed to accommodate the student who is majoring in some other discipline and also quite interested in going to law school and pursuing a legal career. This allows the student to concentrate in a particular area of expertise within which he or she plans to specialize once the student begins to practice law. Rather than require the student to major in political science, the minor in Legal Studies gives the student more flexibility to pursue other interests while receiving a sound preparation for law school study.

Requirements:

PLS 1000, 1010, 2170, 3100, 3110, 3120

General Political Science Minor: (19 Hours)

This minor is less structured because the department wishes to accommodate the student who enjoys political science, but who does not wish to pursue a major because of other career or vocational goals. The department wishes to encourage the student to take an "eclectic" approach and enroll in courses that discuss topics of interest to the student so that the individual needs of the student will be better met.

Requirements:

PLS 1000, 1010, 2000, 2330

and any two additional 3000- or 4000-level Political Science courses.

Public Administration Minor: (19 Hours)

Many students would benefit from a structured set of courses outlining the operations and problems of the administrator of a public agency. Even if the student never seeks employment as public administrator, the department believes that exposure to these courses within the public administration minor will help the student to perform their private sector administration roles more capably, especially since the growth of government has created numerous points of contact between public sector and private sector administrators.

Requirements:

PAD 1000, 2010, 2100, 2190, 2330; One other PAD course at the 3000 or 4000 level.

The Department participates in two interdepartmental minors: Personnel and Organizational Leadership and World Studies. For further details, see Special Programs section.

COURSES

POLITICAL SCIENCE (PLS)

INTRODUCTION

PLS 1000. Introduction to Political Science

A study of general political science concepts, definitions, and approaches within the framework of discussions of how individuals and groups may be able to utilize more effectively the political, social, and economic systems with which they come into contact. Credit, 3 semester. hours.

PLS 1010. Introduction to American National Government

An introductory study of: (1) the basic concepts of political science, (2) the brief history of the basic principles of the Constitution, (3) the structure, functions of and the relations between the legislative, executive and judicial branches of national government, and (4) the relations between the national and state governments. Credit, 3 semester hours.

AMERICAN GOVERNMENT AND POLITICS

PLS 2010. American State Government

An examination of the setting, institutions, politics, and policies of state governments in the United States. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 2020. Local Government in the United States

An examination of the setting, institutions, politics, and policies of local government in the United States. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 2150. North Carolina Politics and Government

A study of the North Carolina political system: its environment, the forces and elements making up the system, the policies of that system, and the impact of the policies. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 2170. Judicial Process and Behavior

An examination of the role of judges, lawyers, and jurors in the decision making process as influenced by their recruitment and socialization of the political framework in which they operate, and the various factors, ideology, attitudes, and values that influence their decisions. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 3010. Political Parties and Interest Groups in the United States

The history, development, organization, functions and purpose of parties and interest groups, and the role played by them in the policy-making and election of the government in the United States and other Western democracies. Credit, 3 sem. hours. PREREQ: PLS 1010 and 2330.

PLS 3020. Administration of Municipal Government in the United States

A study of American municipal government in its setting and development, power and politics, management process, administration of services, social and economic problems, planning, fiscal problems and practices, intergovernmental relations, and emerging trends. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 3040. Legislative Process in the United States

A study of: (1) the distribution of the legislative power in the three branches of the government, (2) the structure and functions of the legislature, (3) the actual process of legislation both in the national and state governments, its defects and remedies, and (4) the attainment of responsible and responsive government. Important legislative problems will be selected and serve as a basis for analyzing the legislative process. Credit, 3 semester hours. PREREQ: PLS 1010 and 2330.

PLS 3050. Public Opinion and Elections in the American Political System

A study of the nature of public opinion, campaigns, and elections and their functions in the American political system. Credit, 3 semester hours. PREREQ: PLS 1010 and 2330.

PLS 3060. The American Presidency

The central role of the American presidency in the political process and the relationship among the presidency and the other branches of government. Credit, 3 semester hours. PREREQ: PLS 1010 and 2330.

PLS 3100. Constitutional Law

A study of (1) the federal system, especially the relations between the national government and the States, and (2) the jurisdiction of the federal courts. Credit, 3 semester hours. PREREQ: PLS 1010 and 2170.

PLS 3110. Constitutional Law of Individual and Equal Rights

A study of the U.S. Constitution and appellate court rulings and interpretations of civil liberties and individual rights. Credit, 3 semester hours. PREREQ: PLS 1010 and 2170.

PLS 3120. Law of Criminal Procedure

Constitutional limitations on police activity. Due process; right to counsel; arrest, search and seizure; electronic eavesdropping; confessions; and the scope of exclusionary rules. Credit, 3 semester hours. PREREQ: PLS 1010 and 2170.

PLS 4020. Selected Topics in American Government

A study of selected problems, either in theory or in practice, in American government, with readings, discussions and papers on these problems. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 4050. Washington Internship

This internship presents an opportunity for a student to get a deeper understanding of the legislative process by participating in the activities of a U.S. Congressman's office. The intern will spend a semester in Washington, D.C. working in the office of a Congressman and will be responsible for performing assigned research on legislative issues as well as working on constituency problems. Students will be assigned reading material on the legislative process and will be required to submit various papers in order to fulfill the internship requirements. The internship is limited to Political Science majors. No more than six credit hours may be applied to fulfill the thirty six hour requirement for a major in political science nor is the student eligible to enroll in any other departmental internship program (PLS 360, 361, or 364). Scheduled for political science majors with the approval of the Chair of the Department. Credit, 6 12 semester hours. PREREQ: PLS 1010 and Junior or Senior standing required at time of participation.

DIRECTED RESEARCH AND INDEPENDENT STUDY

PLS 3600. Introductory Internship in Political Science

The acquisition of political and/or legal experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Credit, 3 semester hours. PREREQ: PLS 1000.

PLS 3610. Advanced Internship in Political Science

This is a continuation of the internship of PLS 3600. It continues the acquisition of political and/or legal experience through an arranged internship in a government or community agency or enterprise,

under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Credit, 3 semester hours. PREREQ: PLS 3600.

PLS 3980. Directed Research in Political Science I

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. Credit, 1 3 semester hours. PREREQ: PLS 1000 or 1010 and permission of instructor.

PLS 3990. Directed Research in Political Science II

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. Credit, 1 3 semester hours. PREREQ: PLS 1000 or 1010 and permission of instructor.

PLS 4990. Independent Study in Political Science

Directed reading and research under the guidance of the instructor in a specific area or problem in political science. Scheduled only for senior political science majors with the approval of the Chair of the Department. Credit, 1 3 semester hours. PREREQ: PLS 1000 or 1010 and permission of instructor.

INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS

PLS 1200. Introduction to Asian Studies (HST 1200/PHI 1200)

An introduction to the field of Asian Studies through an interdisciplinary perspective combining history, politics, economics, philosophy, and culture using a variety of theories, methodologies, and sources (textbook, book chapters, articles, literature). The course focuses on East Asia (China, Japan, Korea) but will also include India, Southeast Asia, and other countries. Credit, 3 semester hours. PREREQ: C or better in ENG 1050

PLS 2000. Introduction to Comparative Politics

This course provides students with a basic understanding of the political science sub-field of Comparative Politics. It is designed to introduce the various approaches to comparative political analysis. Students will analyze, compare, and contrast the basic political structures, political behavior, public policy, and political procedures of several different countries, each of which has a unique political and cultural structure. Credit, 3 semester hrs. PREREQ: PLS 1000 or 1010.

PLS 2060. Model United Nations

A study of diplomacy and parliamentary procedure culminating in the practical application of these skills via participation in a Model United Nations Conference. May be repeated up to four times. Additional fees may be required. Credit, 3 semester hours.

PLS 2070. Model Arab League

A study of diplomacy and parliamentary procedure culminating in the practical application of these skills via participation in a Model Arab League Conference. May be repeated up to four times. Additional fees may be required. Credit, 3 semester hours.

PLS 2510. Introduction to World Politics (WLS 2510)

This course gives students a basic understanding of the major issues and aspects of world politics. It includes an overview of trends in world politics in the twenty-first century, considers the relevant global actors, explores the relevance of non-state actors, and focuses on the increasing importance of issues relating to global welfare. A central premise is that world politics is a combination of political, historical, economic, and sociological factors which are not static. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 2520. Theories of International Relations

Analyzes the methods and dominant approaches to the study of international relations including international political economy, theories of conflict, decision making theory, integration theory and deterrence. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 3220. International Political Economy
This course examines the political dynamics of the development and management of the contemporary international economic system. It analyzes major issues in the global political economy, including theoretical approaches to understanding the tension between politics and economics, monetary and trade policy, foreign aid, debt, North–South relations, and international environmental issues. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 3312. Political Geography (GGY 3312)
An examination of how geography and politics are tied together at a variety of spatial scales and in different global locations. Includes discussions of political geography both within and between states as well as those areas beyond the states, such as the sea and outer space. Credit, 3 semester hours.

PLS 3620. International Issues
This course examines selected contemporary political issues and trends, with emphasis on the influence of major political and social arrangements and institutions that play a role international politics. Topics covered may include: international trade, economic development, wars, arms control, terrorism, ethnic conflict, human rights, status of women, population growth, food security, and environmental degradation. The class will serve as a forum for debate about a number of these issues. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 3750. Politics in the Developing World
This course explores issues relating to the social, economic, and political conditions of the developing world. It intends to answer questions such as: 1) What is the Third World and how is it characterized? 2) What is development and is it desirable? and 3) How do countries attain development? Topics to be discussed include: history and geography; population, food and education; political conflict and instability; trade and the world economy; and women in the developing world. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 3800. International Organizations
A survey of the historical evolution, functions and current policies of various types of regional and universal organizations and their role in contemporary international relations. Organizations that deal with transnational issues, peacekeeping, and international political economy will be featured. Special emphasis will be placed on the United Nations, its structure, and its role in the world. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 3810. International Law
This course introduces students to the field of international law. It emphasizes the connection between international law and world order. Topics covered include sources of international law, its relation to municipal law, the rights and duties of states and individuals, state territory and jurisdiction, international agreements, nationality and the treatment of aliens, diplomatic and consular relations, war and the use of force, and common space resource regimes. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 4170. International Security Policy
This course introduces students to the issues, concepts, and theories relating to security in the contemporary international system. It will examine a number of strategies for addressing problems related to war and peace in world politics. It will consider such topics as the nature and origins of war, arms control and proliferation, terrorism, and the causes and consequences of a number of international conflicts, both past and present. Particular attention will be paid to the process of peacekeeping and peacemaking as it relates to international security. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 4190. Topics in Terrorism
This course will provide an in-depth study of the field of terrorism relative to its impact on national security and comparative international politics. Credit, 3 semester hours. PREREQ: PLS 1000 and CRJ 2010.

PLS 4200. Special Topics in Comparative Politics

An in depth study of a selected topic from the field of comparative politics. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 4300. Special Topics in International Politics

An in depth study of a selected topic in the field of international politics. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 4400. Comparative Public Administration

Examination and analysis are made of the administrative systems of foreign governments of selected Western and non Western countries; attention is given to practices applicable to administration in the United States. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 4510. Formulation and Conduct of American Foreign Policy

This course examines how United States foreign policy is both created and conducted. It characterizes American foreign policy in general, looks at how government institutions act and interact with one another on foreign policy issues, and discusses the position of the United States in world politics. The roles and interrelations of the executive, Congress, the departments of state and defense, the intelligence community, the media, and public opinion are areas that may be covered. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 4520. Problems in American Foreign Policy

A study of the major issues and problems in American foreign policy, including tradition and other constant factors of policy, with emphasis on the historical development of U.S. foreign policy in post-World War II period. Areas covered may include: World War II and the origins of the Cold War; the development of the Cold War under Truman and Eisenhower; and the foreign policies of U.S. administrations from Kennedy to the present. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLSS 3000-3100. Regional Area Studies

These courses examine the politics and governments of specific geographic regions. Selected countries within each region may be identified for in-depth comparison. Topics may include political culture, political thought, geography, history, political and economic development, and comparative public policy. The courses may contain an analysis of the foreign policies of a specific geographic region with special attention to the role of the U.S. in that area. Asia, Africa, Latin America, Europe, and the Middle East are areas for possible study in t his course. The area of study and specific focus will rotate. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

THEORY, PHILOSOPHY, AND METHODOLOGY

PLS 2130. Contemporary Political Ideologies

A study of twentieth century ideologies, including liberalism, conservatism, Nazism, fascism, communism, democratic socialism, and more recent doctrines such as third world nationalism, minority liberation, women's liberation, and the new left. Credit, 3 sem. hours.

PLS 2330. Introduction to Theory and Methodology

This course concerns basic concepts of political science and teaches the student how to do research, use the library, evaluate the research of others, draw a graph, construct a table, and use a few simple statistical techniques. Credit, 4 semester hours. PREREQ: PLS 1000 or 1010.

PLS 3025. Fundamentalisms (REL 3025)

Starting in the 1970s, there has been a substantial growth in the strength of religious radical movements sometimes known as "fundamentalist," which seek to manifest their religious faith in the political arena. The course will examine these phenomena in comparative perspective primarily in Judaism, Christianity, and Islam. We will focus on the religious players in the Middle East conflict. Special attention will be given to the place of Jerusalem as a focal center for religious extremist activity. Credit, 3 semester hours.

PLS 3030. Political Thought

A study of the historic and conceptual background of political thought from the classical through contemporary political thinkers. Emphasis is placed on the application of ideas and concepts learned to current political and personal situations so as to enable the student to function better and more thoughtfully as an individual and as a member of various social and political systems. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 3520. Writing in Political Science

This course provides an introduction to various forms of writing commonly used in political science professions, which may include executive summaries, annotated bibliographies, book reviews, case briefs, and research proposals and papers. Students will learn through researching a single topic of their choosing. This course fulfills the writing in the disciplines requirement. Credit, 3 sem. hours. PREREQ: PLS 2330.

PLS 3930. Census Data for Social Sciences and Business

An introduction to accessing, analyzing, and interpreting census data. Emphasis is placed on using census data for research in social science, marketing, and related fields. Credit, 1 semester hour. PREREQ: MAT 1050 or 1070 or permission of instructor.

PLS 4180. Special Topics in Theory, Philosophy, and Methodology

An in depth study of a selected topic from the field of political philosophy or methodology. Credit, 3 semester hours. PREREQ: PLS 1000 or 1010.

PLS 4225. Environmental Politics and Policy

An analysis of environmentalism as a political phenomenon. Examines controversial political issues about environmental matters and analyzes the impacts of these issues on the formulation and implementation of governmental policies and regulations. Credit, 3 semester hours.

PUBLIC POLICY AND ADMINISTRATION (PAD)

PAD 1000. Current Policy Issues

The course provides students with an understanding of selected major public policy debates, focusing on developing both a broad understanding of the issues and how to think critically about issues arising in policy debates. Students will consider two to four current public policy issues per semester, with the specific issues changing to reflect current public debates. Class will focus on discussing insights from readings about these issues, supplemented with additional lecture material to complete understanding of these issues and their administrative and policy implications. Students will learn how concerns and decisions about administrative and regulatory processes will affect them in the future. Credit, 3 semester hours.

PAD 2010. State and Local Administration and Policy

An examination of administrative issues and policy concerns in American state and local government. Credit, 3 semester hours. PREREQ: PAD 1000.

PAD 2100. Introduction to Public Administration

An introductory study of general principles and problems of administrative organization in government: federal, state, and local. The role, relationships, processes, and control of governmental institutions, in the political context, with special emphasis on the American experience, will be surveyed. Credit, 3 semester hours. PREREQ: PAD 1000.

PAD 2190. Public Policy and Analysis

This course seeks to explore both the causes and consequences of public policy, i.e., both policy determination and policy impacts. The former is concerned with political, economic, social, environmental or other factors which are hypothesized to be political determinants. The latter is concerned with social, economic, political, or other conditions which are hypothesized to be policy impacts. Credit, 3 semester hours. PREREQ: PAD 1000.

PAD 2330. Introduction to Public Administration Methodology

This course concerns basic concepts in public administration methodology and teaches the student

how to do research, use the library, evaluate the research of others, draw a graph, construct a table, and use a few simple statistical techniques. Student must also enroll in the lab section for this course. Credit, 4 semester hours. PREREQ: PAD 1000.

PAD 3440. Introduction to Budgeting and Financial Management
This course introduces students to budgeting and other aspects of financial management as applied in government and non-profit organizations. Topics covered include financial planning, implementation, and analysis. The purpose and process of public budgeting are also emphasized. Credit, 3 semester hours. PREREQ: PAD 1000, 2100.

PAD 3600. Introductory Internship in Public Administration
The acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Credit, 3 semester hours. PREREQ: PAD 1000.

PAD 3610. Advanced Internship in Public Administration
This is a continuation of the internship of PAD 3600. It continues the acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Credit, 3 semester hours. PREREQ: PAD 3600.

PAD 3640. Practicum in Public Administration
Restriction: Open to majors in Political Science only. This course provides students with management experience of at least 80 working days with regular wages provided by a government or community agency. Working under the supervision of a professor and a designated official of the agency, students produce an extended report exploring a concern of the agency. Credit, 6 semester hours. PREREQ: PSPA 1000 or 1010, and consent of instructor and departmental chair.

PAD 3980. Directed Research in Public Administration I
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. Credit, 1-3 semester hours. PREREQ: PAD 1000 and permission of instructor.

PAD 3990. Directed Research in Public Administration II
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. Credit, 1-3 semester hours. PREREQ: PAD 1000 and permission of instructor.

PAD 4500/5500. Policy Studies
This course will examine the theories and concepts used in the study of public policy. Approaches to analyzing both process and outcomes will be discussed. Students will engage in the study of policy problems and the practical or applied implementation of policy analysis. Credit, 3 semester hours. PREREQ: PAD 1000.

PAD 4530/5510. Advanced Public Administration
Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society as a whole, and for some segments of it. Credit, 3 semester hours. PREREQ: PAD 2100, 2330.

PAD 4770/5770. Topics in Public Policy
This course will focus on a substantive policy issue area, focusing on policy and administrative issues surrounding the issue area. The specific policy will vary by semester. Credit, 3 semester hours. PREREQ: PAD 1000.

PSYCHOLOGY

Chair: Kelly A. Charlton

William Collier, Elizabeth Denny, Melanie Hoy
Shilpa Pai Regan, Erik Tracy

People throughout history have been intrigued by the question, "What is human nature?" Psychology's approach to this topic is aimed at understanding basic patterns of thought, emotion, and behavior. It uses a variety of scientific methods, including interviews, case studies, field observations, neurophysiological recordings, and controlled experimentation. Psychology's fund of knowledge has grown very rapidly over the past century. We now have a much clearer understanding of how people learn, how childhood experiences affect adult personality, how people influence one another during normal social relations, how to treat emotional and behavioral problems, how the brain's biochemistry influences behavior, and many other significant topics.

The Department's courses strive to blend general conclusions with practical application. Many topics are presented through role playing, discussions promoting personal involvement, and other experiential techniques. In addition to teaching established knowledge, the Department attempts to convey the excitement, controversy, and spirit of exploration that pervade the field of psychology today.

The Department offers a Bachelor of Science Degree in Psychology. The Department also offers minors in General Psychology (described below) and Personnel and Organizational Leadership (described under Interdisciplinary Majors and Minors in the Academic Programs section of the catalog) and an academic concentration in Psychology (described below).

These avenues of study prepare students for a variety of occupational paths. Many graduates build careers in human services, administration, entrepreneurship, and other fields of practical endeavor. Others enter graduate school and pursue careers as professional psychologists.

BACHELOR OF SCIENCE IN PSYCHOLOGY

Requirements for a Bachelor of Science Degree in Psychology:	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44
Major Requirements*	40
Electives	35
	Total: 120

***Major Requirements**: The major in psychology consists of 40 semester hours (of which at least 15 hours must be taken at the 3000- level or higher)

Note: No 3000-4000 level courses should be taken until PSY 2080 and 2100 have been completed.

I. **Core requirements (16 hours)**: PSY 1010, 1900, 2080, 2100, 3000, 3040

II. **Psychology area requirements (18 hours)**. Select two courses from each area.

Experimental and Cognitive Area: PSY 2150, 3120, 3550, 4010

Social and Personality Area: PSY 2160, 2700, 3160, 3750

Developmental, Clinical, and Counseling Area: PSY 2050, 3050, 3600, 4030, 4170

III. **Directed electives in psychology (6 hours)**. Select psychology electives for least six semester hours.

All of the courses that are included in the computation of the student's overall QPA and that have a PSY prefix will be included in the computation of the QPA for the psychology major.

ACADEMIC CONCENTRATION

Requirements for an Academic Concentration in Psychology: The Academic Concentration in psychology consists of 24 semester hours. Six hours of this 24 may also be used to meet General Education or other requirements. At least 9 hours must be taken at the 3000-level or higher.
Note: No 3000-4000 level courses should be taken until PSY 2080 or 2100 has been completed.

I. **Core requirements (6 hours)**: PSY 1010 (3 hours); PSY 2080 or 2100 (3 hours)
II. **Psychology area requirements (12 hours)**. Select one course from each of two areas and two courses from one area.
Experimental and Cognitive Area: PSY 2150, 3120, 3550, 4010
Social and Personality Area: PSY 2160, 2700, 3160, 3750
Developmental, Clinical, and Counseling Area: PSY 2050 or EDN 3100; PSY 3050; 3600, 4030, 4170
III. **Directed electives in psychology (6 hours)**. Select psychology electives totaling at least six semester hours.

MINOR

Requirements for a Minor in Psychology: The minor in psychology consists of 18 semester hours (of which at least 6 hours must be taken at the 3000-level or higher).

I. **Core requirement (3 hours)**: PSY 1010
II. **Psychology area requirements (9 hours)**. Select one course from each area.
Experimental and Cognitive Area: PSY 2150, 3120, 3550, 4010
Social and Personality Area: PSY 2160, 2700, 3160, 3750
Developmental, Clinical, and Counseling Area: PSY 2050, 3050, 3600, 4030, 4170
III. **Directed electives in psychology (6 hours)**. Select psychology electives totaling at least six semester hours.

COURSES (PSY)

PSY 1010. Introductory Psychology

A survey of major areas of psychology, with emphasis on issues, concepts, and terminology needed for more advanced courses. Credit, 3 semester hours.

PSY 1030. Psychology of Parenthood

The application of psychological concepts by parents to the understanding and modification of child behavior at all stages of development. Credit, 3 semester hours.

PSY 1250. Human Potential

A survey of current knowledge about the potential for optimal human development. Classroom activities include lecture, discussion, and participation in growth exercises. Credit, 3 semester hours.

PSY 1900. Career and Professional Perspectives in Psychology

This course is intended for majors and will examine psychology as a discipline and a profession. Students will be introduced to career options in psychology at the bachelor's, master's, and doctoral level. Strategies for job searches and graduate school admission will be discussed. Because course topics are highly relevant to their immediate and long-term success, students are strongly encouraged to take this course early in their undergraduate career, typically immediately after completing PSY 1010. Credit, 1 semester hour.

PSY 2050. Childhood and Adolescence

A survey of the stages and processes of the development of human behavior from conception through adolescence. Emphasis on physical, cognitive and psychosocial development. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 2060. Animal Cognition and Behavior
A survey of evolutionary and ecological processes that promote the vast diversity of behaviors found in the animal kingdom with an emphasis on animal cognition. From an evolutionary perspective, this course may include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, communication, cooperation, tool use, problem-solving, spatial cognition, and others. Credit, 3 semester hours. PREREQ: PSY 1010 and BIO 1000 or 1060.

PSY 2080. Research Statistics
An introduction to simple descriptive and inferential statistics that are frequently used by psychologists. The selection, application, and reporting of procedures appropriate to specific types of psychological research and testing will be emphasized. Credit, 3 semester hours. PREREQ: MAT 1050 (or higher).

PSY 2100. Research Methodology
An introduction to research methods used in psychology. Experimental research will be emphasized, but survey and correlational research will also be included. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 2150. Psychology of Learning
An introductory survey of the major areas in the psychology of learning. Classical conditioning, operant conditioning, verbal learning, and memory will be included. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 2160. Social Psychology
An introduction to the concepts, principles, theories, and research of social psychology. Social psychology is the study of social influence processes. Topics such as attitude change, perception of other people, interpersonal attraction, aggression, altruism, prejudice, and group dynamics will be covered. Credit, 3 semester hours. PREREQ: PSY 1010 or SOC 2010.

PSY 2200. Behavior Modification
Introduction to the principles and practice of behavior modification. Application in institutional and clinical settings will be discussed, exploring such topics as classroom behavioral problems, the control of smoking, weight loss, phobias, hypertension, and headaches. Credit, 3 semester hours.

PSY 2250. Health Psychology: Wellness and Health (HLTH 2250)
The course will cover the biopsychosocial dynamics of stress and wellness. Students will examine methods of managing stress and enhancing health through cognitive-behavioral modification, biofeedback, meditation, hypnosis, psychotherapy, nutrition, and exercise. Credit, 3 semester hours.

PSY 2700. Industrial/Organizational Psychology
Applies psychological principles to the study of industrial and organizational effectiveness. Covers theory, research, and practical applications related to such topics as work motivation, the communicative process, and the selection, testing, and training of employees. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 3000. Research Methods Capstone
Intended for psychology majors, the course is designed to teach written and oral communication skills used in psychological research. Students will learn to write research papers in psychology and will make use of skills learned in PSY 2080 and PSY 2100. Students will be expected to develop their skills using library resources and applying APA guidelines. Credit, 3 semester hours. PREREQ: C or better in ENG 1050 and 1060; PSY 2080, PSY 2100; declared major, minor, or concentration in PSY.

PSY 3040. History and Systems of Psychology
A study of the development of psychology as a discipline from ancient Greece to modern times. Present issues in psychology are traced to their origins. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 3050. Psychology of Adult Development and Aging (HLTH 3050)
The course is designed to survey, topographically and chronologically, the aging period from middle adulthood to older adulthood. Changes in biological, intellectual, memory, learning, personality, and social processes will be addressed. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 3120. Cognitive Processes
An examination of human memory and thinking within the human information processing model context. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 3150. Guiding Young Children
This course presents guidance, counseling, and discipline concepts within a framework of child development, developmentally appropriate practices, and constructivist education. Credit, 3 semester hours.

PSY 3160. Psychology of Leadership
A look at the psychological processes in small group leadership. Topics include compliance, self-assertion, decision-making, and persuasion. Emphasis on theory, research, and practical leadership skills acquisition. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 3550. Sensation and Perception
A look at the structures and processes involved in perception. Visual and auditory perception will be emphasized. Credit, 3 semester hours. PREREQ: PSY 1010; any other three PSY courses strongly recommended.

PSY 3600. Abnormal Psychology
A study of the history, theories, and causes of mental disorders. Various types of disorders are examined along with their typical symptoms. Uses of psychological testing and clinical interviews are studied. Credit, 3 semester hours. PREREQ: PSY 1010; any other three PSY courses strongly recommended.

PSY 3750. Personality Theories
Various theoretical approaches to the study of personality. Credit, 3 semester hours. PREREQ: Any three PSY courses.

PSY 3800. Supervised Research in Psychology
Direct experience in the design of research studies in psychology; collection, management, and analysis of research data; and oral and written presentation of research results. Close collaboration between students and instructors. Credit, 3 semester hours. PREREQ: PSY 2080, PSY 2100, PSY 3000 (waived if not required), or instructor permission.

PSY 3990. Directed Study
Directed readings and/or research, leading to the preparation of a paper or research report. Exclusively for psychology majors. Amount of credit given will be agreed upon prior to registration and will depend upon the magnitude of the project chosen. Credit, 1-6 semester hours. PREREQ: A written plan of the project should be approved by the Department Chair no later than two weeks prior to registration.

PSY 4010. Physiological Psychology
Study of psychological processes from a biological perspective. Covers both normal and abnormal functioning, with emphasis on basic neuroanatomy, basic biochemistry, psychoactive drugs, behavior genetics, and research methods. Credit, 3 semester hours. PREREQ: PSY 1010, 15 hours of psychology or biology.

PSY 4030. Psychological Testing
An intensive lead into basic psychometric concepts including types of test scores, score transformation techniques, validity, reliability, and norms. Credit, 3 sem. hrs. PREREQ: PSY 2080 recommended.

PSY 4150. Motivation and Emotion
Various theoretical and applied approaches to the study of motivation and emotion. Credit, 3 semester hours. PREREQ: PSY 1010.

PSY 4170. Clinical and Counseling Psychology
A survey of the fields of clinical and counseling psychology with an emphasis on basic skills and knowledge of techniques. The course is both didactic (theories) and experiential (role-playing in class). Opportunities for classroom discussion, professional feedback about skills and potential, and video-taping. Credit, 3 semester hours. PREREQ: PSY 3600.

PSYS 2xxx. Current Topics in Psychology
Treatment of selected topics in psychology. Content will vary, depending on interests of participants. For a list of all topics, see the Department Chair. Credit, 3 9 semester hours in multiples of 3.

PSYS 3xxx. Current Topics Seminar
Comprehensive treatment of selected topics in psychology. Content will vary, depending on interests of participants. Offered on demand (see Department Chair). Credit, 3-9 semester hours in multiples of 3.

SOCIAL WORK

Chair: Sherry Edwards ***

Selma Berrios	David Dran	Cindy Edwards
Savvas Georgiades	Veronica Hardy	Joanne Hessmiller
Stephen Kodwo **	Rebekah Hazlett-Knudsen	Alice Locklear*
Veronica McPhatter	Summer Stanley	Frederick Stephens
Jody Thomas*		

*BSW and MSW Field Director **BSW Director ***MSW Director

The Social Work Program has been fully accredited by the Council on Social Work Education since 1987. The primary objective of the Department of Social Work is preparation for entry-level professional social work practice. Courses are offered in social work practice; social policy and social justice; human diversity and populations-at-risk; human behavior and the social environment; social work values and ethics; research, and field work. In order to declare a Social Work Major, students are required to:

1. submit an application for admission to the Social Work Program (while enrolled in SWK 3800);
2. demonstrate and maintain a minimum QPA of 2.50 within the General Education (liberal arts) requirements;
3. submit two reference letters (while enrolled in SWK 3800);
4. be accepted by the Social Work Admissions Committee.

Students cannot be accepted in the Social Work Program until they have completed SWK 2000, 3800, 2450, and 3710.

If a student is denied admission by the Social Work Admission Committee, the student has the right to appeal to the Social Work Department's Appeals Committee. Prior to enrolling in SWK 2000, Introduction to Social Work, students must successfully complete ENG 1050, 1060 and 75 percent of their General Education requirements with a minimum QPA of 2.5. Students who are accepted into the program and fail to maintain an overall QPA of -2.5 in General Education or the major are placed on academic probation. In addition, students are required to complete SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, 4480, 4500, 4800, 4900 and 4910 with a minimum QPA of 2.0 in each course. Students need to read *The Student Social Work Handbook* (see: http://www.uncp.edu/sw/) for information regarding curriculum policy. All students who declare social work as their major are encouraged to join the Campus Association of Social Workers, attend majors' meetings, and meet regularly with their academic advisor; only active members of CASW may apply for social work scholarships. In addition, eligible students can join the Social Work Department's Chapter of *Alpha Delta Mu*, the Social Work Honor Society.

An integral and required part of the program is the successful completion of field work with a minimum of 400 clock hours in a semester (see: http://www.uncp.edu/sw). The Social Work Department will not accept past social work practice experience for academic credit (see *The Student Social Work Handbook* for more details).

BACHELOR OF SOCIAL WORK

Requirements for a Bachelor of Social Work Degree	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements*	44
Social Work Major Requirements: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4450, 4480, 4500, 4800, 4900, 4910	48
Social Work electives: select 6 hours among population-at-risk/social and economic justice electives: SWK 3000, 3700, 3750, 3820, 3830 (or 3540), 3840, 3870, 3880, 3890	6
University-wide Electives* (Recommended electives: SOC 3030, 3130, 3750, 3770, 4030; CRJ/SOC 4400; and other social work electives)	21
	Total: 120

*It is recommended, but not required, that Social Work majors declare a minor.

MINORS

The department offers minors in Substance Abuse (20-21 credit hours) and in Social Welfare (18 credit hours). Six of these hours may be used to satisfy other major and minor requirements, as well as the University's General Education requirements.

Requirements for a Minor in Substance Abuse	**Sem. Hrs.**
Required Courses: SAB/CRJ 2830 or SWK 3800, SAB 3770, SAB 4550, SOC 3780 or SAB 4610	12
Elective Courses: Select 8-9 hours from the following: CRJ/SOC 3670, CRJ/SWK 3500, SAB/SWK 2700, SOC 2090, SOC 3030, SWK 2450, SOC 3790	8-9
	Total: 20-21

See SAB listings under Interdisciplinary Majors and Minors.

Requirements for a Minor in Social Welfare	**Sem. Hrs.**
SWK 2000, 2450, 3480, and 9 hours from SWK 3450, 3700, 3820, 3830, 3840, 3880, 3910	
	Total: 18

NOTE: Students must have an overall QPA of 2.0 or higher before enrolling in any courses for the Minor in Social Welfare.

COURSES

SWK 2000. Introduction to Social Work

Required for: Social Work Major. Historical and current overview of the social welfare system and the field of social work. Basic social work concepts. Social welfare structure and services. Social work intervention methods. Field experience required. Credit, 3 semester hours. Prerequisite: ENG 1050, 1060.

SWK 2450. Human Diversity and Populations at Risk (SOC 2450)

This course is designed to provide the student with a theoretical perspective on human relations and to aid the student in acquiring a better understanding of diversity as it applies to selected groups in the United States. Although other historically disadvantaged groups may be addressed, a case study approach is utilized for the following: African-Americans, Asian-Americans, Native-Americans, Latin-Americans, women, homosexuals, and Jews. [SWK majors must complete with a minimum 2.0] Credit, 3 semester hours.

SWK 2700. Medical Terminology (SAB 2700)

Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social and behavioral science curricula who seek careers in medical organizations. Credit, 2 semester hours

SWK 3000. Narrative Approaches to Understanding Today's Older Population

Participants will interview members of their community in their 5th, 6th and 7th decade of life to understand how the roles of older people are changing in cultures of North Carolina an in particular the cultures accessible to the University. Participants will be able to understand how life stories from social history can preserve cultural and personal identity. The use of story will also be examined in preserving the personhood of people with Alzheimer's disease. The course is supplemented by selected readings and flash video documentaries. Credit, 3 semester hours. PREREQ: "C" or better in ENG 1050 and 1060.

SWK 3040. Social Aspects of Human Sexuality
Human sexuality is analyzed as a social, psychological, and biological process. Included is a discussion of sexual values and behaviors and their relationship to social structure. Credit, 3 semester hours.

SWK 3450. Human Behavior and Social Environment I
Behavior in the socio-cultural psychological and biological contexts which determine life-cycle development and behavior. Human functioning in the social environment. Credit, 3 semester hours. Prerequisites: SOC 1020; BIO 1030 or PED 3490; PSY 1010; and SWK 2000.

SWK 3480. Social Welfare Policies and Programs I
Process of policy-making, programming and planning. Social, cultural, economic, and political influences on the social welfare system. Credit, 3 semester hours. Prerequisites: PLS 1000 or 1010; SWK 2000; ECN 1000 or ECN/GGY 2060.

SWK 3540. School Social Work
An overview of school social work as an area of social work practice. Emphasis will be placed upon historical development, legislation affecting school social work practice, problems of school age children, and the role of the school social worker in dealing with these problems. Credit, 3 semester hours. Prerequisite: SWK 2000 or permission of instructor.

SWK 3600. Social Statistics (CRJ 3600, SOC 3600)
An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. Credit, 3 semester hours. Prerequisite: MAT 1050/1070 permission of the instructor.

SWK 3700. Practice with Children and Adolescents
This course focuses on multiculturally competent social work practice with children and adolescents living in diverse family arrangements Economic, social, and psychological concerns of vulnerable children are identified, and intervention strategies that will effectively meet these needs will be addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents. Credit, 3 semester hours. Prerequisite: SWK 2000 recommended.

SWK 3710. Writing for the Social Sciences
This course is an introduction to writing for the social sciences, with an emphasis on using the APA style (American Psychological Association). It is designed to help students master competencies in the area of manuscript development and literature reviews. Credit, 3 semester hours. Prerequisite: ENG 1050 and 1060. Prerequisite or Corequisite: SWK 2000.

SWK 3750. Social Work Practice with Latinos
This course provides an overview of social work practice with Latinos. It explores culturally sensitive/competent practice in general, and with Latinos in particular. Students will become familiar with Latino cultural, history, values, in addition to the political and social realities of Latinos. Inter and intra group differences will be highlighted. Special attention will be given to the social service needs and context of Latinos in the United States, and the growing phenomena of transnationalism. Credit, 3 semester hours.

SWK 3800. Social Work Practice I
Social work methods for serving individuals, groups, and communities. [SWK majors must complete with a minimum 2.0.] Credit, 3 semester hours. Corequisite: SWK 2000, permission of instructor.

SWK 3820. African-American Populations
This course is designed to provide the student with a theoretical perspective on the African American family. The course offers an opportunity for students to explore, analyze, and experience various aspects of African American culture via the study of history, oppression, social programs, and acculturation. This course will equip students with skills, sensitivities, and knowledge necessary to

help them function more intelligently within a pluralistic society and can serve as a guide for better race relations. The student will learn how to analyze the impact of society on family structure and functioning, and the reciprocal impact of families on society. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SWK 3830. Child Welfare Services
Historical perspective on the development of our society's perception of children's needs. Current situation in social services for children. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SWK 3840. Gerontological Social Work
Problems and needs of the aged. Role of the social worker in planning and providing services. Analysis of existing programs. Students will be involved in the delivery of care to aged individuals. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SWK 3850. Social Work Practice II
A continuation of SWK 3800. [SWK majors must complete with a minimum 2.0.] Credit, 3 semester hours. Prerequisites: SWK 2000, 2450, 3710, and 3800 and permission of instructor.

SWK 3870. Women in Society (SOC 3870)
This course is designed to provide the student with a review of themes on women's development and their interaction with micro, mezzo and macro systems. The goal of this class is to aid the student in acquiring a better understanding of developmental paradigms and how that applies to social work service delivery to the women of the United States with particular emphasis on services within our rural community. The interaction between women and color, socioeconomic status, religion, disability, and sexual orientation will also be reviewed. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SWK 3880. Native American Populations (SOC 3880/AIS 3880)
Using a person-in-environment perspective, the social service delivery system is analyzed within the uniqueness of the cultural parameters of different tribal communities. Laws and regulations that affect social service delivery to Native Americans are reviewed. Social problems that are common among Native American groups are also emphasized while equipping students with skills, sensitivities, and a knowledge base necessary to practice generalist social work effectively. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SWK 3890. GLBT Populations
This course brings together the essential knowledge for effective and affirmative social work practice with GLBT populations who are coping with all usual crises of everyday life in addition to concerns related to their individual uniqueness and their status as a population-at-risk. Knowledge is incorporated under an exosystem-interactional framework for a multidimensional understanding of the many complexities and nuances of GLBT populations. Credit, 3 semester hours.

SWK 3910. Understanding Social Research
The ethics, standards, and methods of scientific inquiry in social research and the helping services. Particular emphasis is given to standards and methods to improve helping skills. The course is directed to the professional research needs of those preparing for careers in such areas as medical sociology and social work. Credit, 3 semester hours. Prerequisites: SWK 2000 and 3800, SOC 1020, and MAT 1050 or 1070.

SWK 3970. Experiential Learning I
Written acceptance by a supervising faculty member is required. The student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration. Credit, 3 semester hours.

SWK 3980. Directed Research I

Written acceptance by a supervising faculty member is required. Based on the student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration. Credit, 1 semester hour.

SWK 3990. Directed Research II

Written acceptance by a supervising faculty member is required. The student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration. Credit, 2 semester hours.

SWK 4030. Supervision in Human Service Organizations

A survey of administrative considerations such a manpower utilization, supervisor/worker interaction, and roles and functions of supervisors and workers. This course is suggested for students who presently are supervisors or expected to be in a supervisory position. Credit, 3 semester hours. Prerequisite: SWK 3480.

SWK 4450. Human Behavior and Social Environment II

This course is a continuation of SWK 3450. Special focus is placed on issues of human development that are the concerns of generic entry level social work practitioners. Credit, 3 semester hours. Prerequisite: SWK 2000, 3450.

SWK 4480. Social and Economic Justice

Theories of organization and their implication for social work are explored. The central focus of this course is placed on the relationship between social forces (primarily socioeconomic status) and populations at risk. Credit, 2 semester hours. SWK 4480, SWK 4900, and SWK 4910 must be taken concurrently. Prerequisites: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3910, 4450, 4500, 4800, and permission of instructor.

SWK 4500. Social Work Values and Ethics

This course is designed to provide students with the opportunity to explore the ethics and values related to social work practice. Students will integrate theory and practice by reviewing ethical dilemmas. Students will also learn to classify value conflicts and the dilemmas of ethical decision-making. Credit, 1 semester hour.

SWK 4550. Treatment of Alcohol and Drug Addiction (SAB 4550)

Substance abuse treatment and rehabilitation involving individual clients, families and groups is addressed. Modalities of treatment, treatment planning, case management and managed care in addictions are also addressed. Credit, 3 semester hours.

SWK 4800. Social Work Practice III

This course is designed to further develop students' generalist social work skill. Practice content also emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the clients. This course includes content regarding knowledge, values and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content also includes approaches to and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes. Credit, 3 Semester hours. Prerequisites: SWK 2450, 3450, 3480, 3850.

SWK 4900. Field Work

Each student will complete a minimum of 32 hours per week in an assigned supervised field setting. Successful completion of a minimum of 400 clock hours is required at the end of the semester in order to receive a passing grade [see http://www.uncp.edu/sw/fieldexp.html for more details]. The field work experience is designed to facilitate professional development as well as to integrate social work skills, knowledge, and values. NOTE: Pass/Fail basis. SWK 4480, SWK 4900, and SWK 4910 must be taken concurrently. Credit, 9 semester hours. Prerequisite: SWK 2000, 2450, 3450, 3480, 3600,

3710, 3800, 3850, 3910, 4450, 4500, 4800, and permission of instructor. Students may only enroll in 15 hours during their field work.

SWK 4910. Integrative Seminar for Field Work

This course will focus on the transition from student to entry level professional. Each student will engage in field work activity that will allow the development of generalist skills; will explore multi cultural/lifestyle and practice issues and will present a case in order to demonstrate the integration of social work skills, knowledge and values. Each student will demonstrate the development of professional communication skills and will be able to function in a human service setting. NOTE: Letter grading basis. SWK 4900 and SWK 4910 must be taken concurrently. Credit, 3 semester hours. Prerequisite: SWK 2000, 2450, 3450, 3480, 3600, 3710, 3800, 3850, 3910, 4800, and permission of instructor. Students may only enroll in 15 hours during their field work.

SWK 4970. Experiential Learning II

Written acceptance by a supervising faculty member is required. The student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration. Credit, 3 semester hours.

SWKS 4xxx. Special Topics in Social Work

This course is to provide flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. Credit, 3 semester hours.

SOCIOLOGY AND CRIMINAL JUSTICE

Chair: Mario Paparozzi

Jessica Abbott
Roger S. Guy
Renee Lamphere
Robert McDonnell
Marlene "Rasby" Powell
Calvina Ellerbe
Sonali Jain
John "Porter" Lillis
Ottis Murray
James W. Robinson
Jessica Godsey
E. Brooke Kelly
Stephen Marson
Sam Pearson**
Robert Michael Spivey

The purpose of the Department of Sociology and Criminal Justice is to provide students with classroom and real-life experiences designed to stimulate critical thought about the social environment and to prepare students for meaningful participation in society.

The Department offers both a major and an academic concentration in Sociology and a major in Criminal Justice. In addition, minors are available in Sociology, Criminal Justice, Substance Abuse, Medical Sociology, International Sociology, Gender Studies, and Community Development.

The Department places emphasis on applied sociology and criminal justice. Many courses within the department allow students to test classroom learning through real-life experience (field-work placement) in the community. Such experiences enhance students' employment opportunities following graduation.

The Department of Sociology and Criminal Justice strongly recommends that prospective majors, minors, and those developing specialty concentrations consult the Department Chair.

BACCALAUREATE DEGREE PROGRAMS in SOCIOLOGY and CRIMINAL JUSTICE

BACHELOR of ARTS in SOCIOLOGY

Sociologists seek to understand and study the social world and how human beings come to think and act as they do. Sociology majors develop an understanding of how society is developed out of intricate patterns of human social organization, learn to create and use scientific tools of analysis, and practice the application of scientific knowledge to the analysis of social problems and the transformation of society. Students have available many opportunities to apply the theories and research methods of sociology through classroom-based activities and community-based experiential learning and internships as they explore career alternatives. Sociology is a liberal arts major that prepares students for a wide variety of career fields.

The Sociology B.A. degree program is flexible. Beyond the core of required courses, students choose among a wide variety of options and can use these options to meet personal or career interests by developing a concentration or carefully selecting individual courses. Students can also opt to continue exploring Sociology by completing an academic concentration or one or more of the minors focused on sociological specializations available within the Department: Community Development; International Sociology; or Medical Sociology or an Interdisciplinary Minor supported by Sociology: Gender Studies or Substance Abuse.

Requirements for a Bachelor of Arts Degree in Sociology	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44
Sociology Major Requirements: SOC 1020, 2090, 3000, 3060, 3600, 3610	18
Sociology Electives:	15
Five additional courses with a SOC prefix or cross-listed with SOC, at least two of which must be at the 4000 level	
University-wide Electives	42
	Total: 120

BACHELOR OF ARTS IN CRIMINAL JUSTICE*

The purpose of the Criminal Justice Program is to provide students with a thorough understanding of the social organization and administration of the criminal justice system. Courses are offered in theories of crime and delinquency, law enforcement, the courts, corrections, and administration. A criminal justice agency internship is required for most students, but an additional criminal justice course may be substituted for students with extensive prior work experience related to criminal justice.

The Criminal Justice major is fully articulated with many North Carolina community college criminal justice associate's degree programs and accepts equivalent transfer credits under negotiated articulation agreements for transfer students entering UNCP within five years of earning an associate's degree. Transfer students must earn at least 19 hours in UNCP criminal justice courses to earn the Criminal Justice degree from UNCP.

*The Criminal Justice Program at UNC Pembroke is certified as meeting the educational and program requirements of the North Carolina Criminal Justice Education and Training Standards Commission.

Requirements for a Bachelor of Arts Degree in Criminal Justice	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements	44
Criminal Justice Core (required): CRJ 2000, 2400*, 3000, 3010, 3600*, 3610*, 4000	21
Criminal Justice Electives: five additional courses with a CRJ prefix or cross-listed with CRJ	15
University-wide Electives	39
	Total: 120

* Cross-listed equivalents of SOC 2400, SOC 3600, SWK 3600 and SOC 3610 may be substituted.

ACADEMIC CONCENTRATION in SOCIOLOGY for EDUCATION MAJORS

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department of Sociology and Criminal Justice offers an Academic Concentration of 24 hours. This Academic Concentration also is available to other students, regardless of major.

Requirements for an Academic Concentration in Sociology	**Sem. Hrs.**
Required Sociology Courses: SOC 1020, 2090, 3030, 3130, and SOC 3600 or 3610	15
Sociology electives: three additional courses with a SOC prefix	9
	Total: 24

MINORS

All departmental minors require at least six courses (18 credit hours). Six of these hours may be used to satisfy other major and minor requirements, as well as the University's General Education requirements.

Requirements for a Minor in	**Sem. Hrs.**
Criminal Justice	
CRJ 2000 and CRJ 2400; 12 hours of other CRJ lecture or independent study	**Total: 18**

Requirements for a Minor in **Sem. Hrs**

Gender Studies

Students must take 18 hours from the courses listed below, selecting courses from at least two different disciplines (AIS, ENG, HST, NUR, SOC, or SWK)*: AIS/HST 4250, ENG 2080, HST 3800, HST 4070, HST 4120, NUR 4210, SOC 3030, SOC 3540, SOC 3890, SOC/SAB 4610, SOC/SWK 3870, SWK 3040 **Total: 18**

Medical Sociology

SOC 2800, 3010; 12 hours chosen from: AIS 4600; PHI 3760; SOC 3690, 3730, 3750, 3780; SWK 3040, 3840. Recommended University-wide elective: SAB/SWK 2700; Recommended General Education elective: BIO 1030 **Total: 18**

Non-Profit Leadership

See Interdisciplinary Majors and Minors for requirements. **Total: 21**

Sociology

SOC 1020 and SOC 2090; 12 hours of SOC lecture courses (or SOC 3980, 3990) **Total: 18**

Substance Abuse

SAB/CRJ 2830 or SWK 3800, HLTH/SAB 3770, SWK/SAB 4550, SOC 3780 or SOC/SAB 4610, and 8-9 hours chosen from: CRJ/SOC 3670, CRJ/SWK 3500, SAB/SWK 2700, SOC 2090, SOC 3030, SOC/SWK 2450, SOC 3790

See SAB listings under Interdisciplinary Majors and Minors. **Total: 20-21**

Terrorism Studies

See Interdisciplinary Majors and Minors for requirements. **Total: 18**

*Permission of the Gender Studies Coordinator is required before any special topics course may be used to meet the requirements for the minor in Gender Studies.

COURSES

I. GENERAL EDUCATION (SOC) COURSES:

These three courses can be used in partial fulfillment of university general education distribution requirements in the Social Science Division and in the Social Science Elective categories. See General Education Requirements.

SOC 1020. Introduction to Sociology

An introduction to scientific study of human society and social behavior. Credit, 3 semester hours.

SOC 1050. Introduction to Cultural Anthropology (AIS 105)

A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures. Credit, 3 semester hours.

SOC 2090. Social Problems in Modern Society

Social costs of organized social life. Problems in families, work groups, local communities, and modern nations. Sociology of mental disorders, suicide, drug abuse, alcoholism, etc. Poverty and violence. Credit, 3 semester hours.

II. SOCIOLOGY (SOC) AREA COURSES:

SOC 2200. Computers and Society

An introduction to the impact of computers on modern society and computer applications in the social sciences. Credit, 3 semester hours.

SOC 2400. Criminology (CRJ 2400)
Historical and contemporary theories of criminal behavior are examined, with emphasis on rehabilitation logic and the application of the scientific method to the explanation of crime. Credit, 3 semester hours.

SOC 2650. Popular Culture
An introduction to popular culture in both national and international contexts, with a further focus on two broad areas of study: popular culture as contested "texts" in TV, film, popular music, advertising, cyber-culture, etc., and as lived in youth sub-cultures, shopping, fan clubs, etc. Critical concepts employed include ideology, representation, identity, articulation, and hegemony. Credit, 3 semester hours.

SOC 2800. Health and Society
See listing under Medical Sociology Concentration, below.

SOC 3000. Sociological Writing/Rhetoric
Students will learn to develop sociological rhetoric and to write, edit, and revise various types of sociological papers including book reviews, literature reviews, and research papers. This course emphasizes writing concisely from evidence rather than opinion. Students also learn how to do blind reviews and use sociological citation standards. Credit, 3 semester hours. Prerequisite: ENG 1050, 1060.

SOC 3010. Community Health Organizations & Services
See listing under Medical Sociology Concentration, below.

SOC 3030. The Family
Structure and functions of kin groups in societies. Types of families. Cooperation and conflict. The family in relation to other social institutions. Mate selection, courtship, and family relationships. Stability and change. Credit, 3 semester hours.

SOC 3060. Sociological Theory
This course provides students with a foundation in classical and contemporary sociological theory. Students learn to use theory to critically analyze the social world. This course prepares students for upper-level courses. Credit, 3 semester hours. Prerequisite: SOC 1020, 3000.

SOC 3120. Sports in Contemporary Society
A study of sports from a socio-cultural perspective, including the relationship of sports to other social institutions, stratification within sports, and changing conceptions of leisure and sports. The popular literature on sports will be examined. Credit, 3 semester hours.

SOC 3130. The Community
This course grounds the student in the multiple meanings of community: community as a territorial unit; community as a psycho-social unit; and community as a cultural unit. In addition, case studies will be used to illustrate how different types of "community" are created and maintained and how structural changes in the society affect community. Credit, 3 semester hours. Prerequisite: SOC 1020 or 2090.

SOC 3140. Collective Behavior and Social Movements
Provides a theoretical background and some analytical tools for understanding the nature and scope and cultural and historical roots of social movements world-wide and examines the growing linkages among local, national and global movements. Collective behavior movements covered include those of peasants, indigenous peoples, women and others to achieve greater local autonomy, environmental and gender justice. Credit, 3 semester hours.

SOC 3160. Development and Globalization
Globalization is a collection of processes by which people around the world are interconnected in economic, political, cultural and environmental linkages. This course examines these processes via

sociological theories of modernization and dependency, focusing on a commodity chains framework and world systems theory, consumption and homogeneity patterns. Credit, 3 semester hours.

SOC 3180. Community Development
This course examines sociological perspectives on contemporary theory and practice in community development. Attention will be given to development theory as well as applied sociological investigation into creating community social change. Problems and opportunities that arise from social and demographic change and the dynamics of local economies in a global context will be examined. Portfolio requirement includes an agency assessment. Credit, 3 semester hours.

SOC 3210. Social Inequalities
This course examines contemporary and historical theories on inequality, the ways in which it develops and how it is sustained in society, using both local and global approaches. Inequalities involving class, race, gender, age and sexual orientation are examined, and ways to create social change to reduce social inequalities will be considered. Credit, 3 semester hours.

SOC 3240. Sociology of Poverty
This course examines sociological perspectives on the causes and extent of poverty in the United States. Attention will be given to social theory, social policy, lived-experiences and the impact of poverty on communities. An emphasis on the extent and nature of poverty in North Carolina is provided. Portfolio requirement includes a demographic county profile. Credit, 3 semester hours.

SOC 3400. Life Course Criminology (CRJ 3400)
Taking a sociological perspective on criminal correlation, etiology and criminogenesis, this course examines criminal behavior across the life course, considering such issues as juvenile delinquency, "aging out" of crime, persistent career criminality, and such social variables as class, employment, race, sex roles, ethnicity, religion and ideology on crime. Credit, 3 semester hours. Prerequisite: SOC 2400.

SOC 3520. Human Trafficking and Slavery (CRJ 3520)
This course addresses a worldwide crime phenomenon and social problem that involves men, women, and children ensnared in an unthinkable life of slavery, torture, and early death. The following topics are covered in-depth: the rise and costs of human trafficking; the financial side of human trafficking; the trafficking markets in Asia, Eurasia, Eastern Europe, Latin America, Africa, and the United States. Credit, 3 semester hours. Prerequisite: CRJ 2000 or SOC 1020.

SOC 3540. Gender and Society
Examines gender in social life focusing on the social construction of both masculinity and femininity. Covers theoretical explanations of gender differentiation, with an emphasis on socialization, stratification, family, work, education, politics and social change. Credit, 3 semester hours.

SOC 3600. Social Statistics (CRJ 3600, SWK 3600)
An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. Credit, 3 semester hours. Prerequisite: MAT 1050 or MAT 1070 or permission of the instructor.

SOC 3610. Social Research (CRJ 3610)
An overview of research methodology in the social sciences. The course will include survey and experimental designs, and sampling and scaling techniques. Both quantitative and qualitative techniques of analysis will be presented. Credit, 3 semester hours. Prerequisite: SOC 1020 or SOC/CRJ 2400, SOC 2250/CRJ 2350.

SOC 3670. Social Deviance (CRJ 3670)
Theories of deviant behavior are examined, with selected examples of deviance reviewed in detail. Credit, 3 semester hours. Prerequisite: SOC 2400.

SOC 3680. Law and Society (CRJ 3680)
An introduction to the development of law and legal systems, the social organization of law, and the functions and roles of law in society, applying cross-cultural and anthropological perspectives. The relationship of values, economy and culture of a society to the laws it adopts. Credit, 3 semester hours.

SOC 3690. Sociology of Mental Disorders
Social Factors in the definition, incidence, etiology, and treatment of mental disorders are examined. Topics include the social role of the mental patient, societal views toward and responses to mental disorders and the development of mental health policy. Credit, 3 semester hours.

SOC 3730. Health Promotion and Wellness
See listing under Medical Sociology Concentration, below.

SOC 3750. Death and Dying
See listing under Medical Sociology Concentration, below.

SOC 3780. Sociology of Drug Use
A sociological analysis of historical and contemporary drug use. Topics include demographic, occupational, social and health correlates of drug use, drugs and the economy, societal and legal responses to drug use, drugs and crime, therapeutic and educational responses to drug use and drug policy initiatives. Credit, 3 semester hours.

SOC 3790. Substance Abuse Prevention
A sociological analysis of primary, secondary, and tertiary approaches to preventing substance use and abuse. Topics include socio-cultural issues affecting the initiation of substance use and the role of the family, health professionals and the community in responding to substance abuse. Credit, 3 sem. hrs.

SOC 3870. Women in Society (SWK 3870)
This course is designed to provide the student with a review of themes on women's development and their interaction with micro, mezzo and macro systems. The goal of this class is to aid the student in acquiring a better understanding of developmental paradigms and how that applies to social work service delivery to the women of the United States with particular emphasis on services within our rural community. The interaction between women and color, socioeconomic status, religion, disability, and sexual orientation will also be reviewed. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SOC 3880. Native American Populations (SWK 3880/AIS 3880)
Using a person-in-environment perspective, the social service delivery system is analyzed within the uniqueness of the cultural parameters of different tribal communities. Laws and regulations that affect social service delivery to Native Americans are reviewed. Social problems that are common among Native American groups are also emphasized while equipping students with skills, sensitivities, and a knowledge base necessary to practice generalist social work effectively. Credit, 3 semester hours. Prerequisite: SWK 2000 is recommended.

SOC 3890. Exploring Masculinities
The study of men as men within gender orders. The student will be exposed to masculinities as socially constructed in relationship to femininities and other masculinities. Special attention will be paid to how masculinities are constructed through gender practices within gender relations, both historically and currently, and how these practices and relations arise from and continue to maintain gender inequalities. Particular attention will be paid to how one is to "be a man" in American society, both currently and historically. Credit, 3 semester hours. Prerequisite: SOC 1020.

SOC 3960. The Sociology of Everyday Life
A study of qualitative approaches to the subject matter of sociology. Symbolic interaction, phenomenology and linguistics are applied to observations in interpersonal interaction. Credit, 3 sem. hrs.

SOC 4170. Sociology of Religion (REL 4170)
Religious institutions and relationships in modern society. Credit, 3 semester hours. Prerequisite: SOC 1020.

SOC 4180. Voluntary Associations and Non-Profit Organizations
Students learn how voluntary associations and non-profit organizations provide support for individuals and communities. This course teaches the practical skills needed to organize and maintain voluntary associations and non-profit organizations. Students will complete a portfolio containing a mission statement, a fund raising letter, plans for a fund raising event, an outline for a grant proposal, and a marketing plan. Credit, 3 semester hours.

SOC 4250. Organizations in Society
One can hardly avoid coming into contact with and being influenced by complex organizations in contemporary society. Functions that have traditionally been carried out by the family, the neighborhood, and other non-organizational forms of social group have been increasingly taken over by complex organizations in contemporary society. This course will analyze organizations from a sociological standpoint and help students better understand both the structure of contemporary society and changing societal conditions. Credit, 3 semester hours.

SOC 4400. Conflict Management (CRJ 4400)
A survey of the conceptual and theoretical bases of conflict and conflict management, the institutional framework and dynamics of alternative dispute resolution, and the use of negotiation, mediation, arbitration, and other hybrid approaches for achieving conflict settlement or resolution. Specific emphasis is on the use of applied diagnostic and analytical tools, and interactive learning approaches. Credit, 3 semester hours.

SOC 4420. Community Resource Development
This course will focus on community change by developing grant writing skills and related competencies including research, resource identification, program development, capacity building and change/intervention strategies to aid in the creation of proposals designed to address specific community needs. Portfolio requirement includes a completed grant application. Credit, 3 semester hours.

SOC 4530. Family Violence (CRJ 4530)
See listing under Criminal Justice, below. Credit, 3 semester hours.

SOC 4610. Addiction and Women (SAB 4610)
An analysis of women's experiences of addiction, the societal response to female addiction and the treatment resources and services that are needed to prevent and treat female addiction. Topics covered include the centrality of relationships in women's lives, sexual abuse and addiction, addiction and traditional gender roles, and parenting issues for substance abusing women. Credit, 3 semester hours.

SOC 4620. Sociological Social Psychology
This course explores the sociological side of the contemporary field of social psychology to help students understand the processes by which we become social individuals, how we construct social reality, and how the social reality we construct influences us as individual members of human groups. Students will analyze and critique various sociological social psychological approaches and methods of understanding individuals within social contexts and assess their various strengths and weaknesses. Credit, 3 semester hours.

SOC 4850. Internship in Sociology
Supervised and evaluated participation in the regular activities of an organizational setting for two days a week. In consultation with the instructor, the student is expected to prepare an analysis of the organization's social structure and interactional dynamics. Course meets in the seminar setting one hour per week. SOC 4850 requires that the student receive at least 100 clock hours of supervised experience. *NOTE: Pass/Fail grading.* Credit, 3 semester hours. Prerequisite: Instructor permission, with the approval of the Sociology Internship Coordinator and the Department Chair.

SOCS 4xxx. Special Topics
This course is to provide flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. Credit, 3 semester hours.

II-A: STUDENT-ORIGINATED STUDIES: Sociology courses in this category are arranged on an individual basis by the student and a sponsoring faculty member with the approval of the Department Chair.

SOC 2950, 2960, 2970. Practicum in Peer Education
Provides the student a supervised opportunity to engage in peer education of issues related to alcohol/drug use and abuse. Written acceptance by a supervising faculty member is required, along with a signed contract that is submitted for approval to the Department Chair prior to registration. Credit, 1 semester hour each.

SOC 3970. Experiential Learning I
Written approval of supervising faculty member and Department Chair required prior to registration. Credit, 3 semester hours.

SOC 3980. Directed Research I
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together the faculty member's acceptance, is submitted for approval to the Department Chair prior to registration. Credit, 1 semester hour.

SOC 3990. Directed Research II
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together the faculty member's acceptance, is submitted for approval to the Department Chair prior to registration. Credit, 2 semester hours.

SOC 4970. Experiential Learning II
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together the faculty member's acceptance, is submitted for approval to the Department Chair prior to registration. Credit, 3 semester hours.

SOC 4990. Independent Study in Sociology
Restriction: Limited to seniors majoring in sociology whose overall cumulative point average is 3.0 or better. A written proposal is required in advance of registration. Credit, 3 semester hours. Prerequisite: Acceptance by the Department faculty member who will supervise, and approval by the Department Chair.

II-B. MEDICAL SOCIOLOGY COURSES: Courses taken from these following may be used to develop a track in Medical Sociology within the Sociology major, or may be taken for a Medical Sociology minor.

SOC 2800. Health and Society
An introduction to medical sociology and the sociological analysis of health and illness. Topics covered include how persons respond to illness, health care selection, social factors in therapy, and the social consequences of illness. Credit, 3 semester hours

SOC 3010. Community Health Organizations & Services
This course explores and analyzes, from a local, national, and international perspective, current major community health issues, the programs and services available for preventing and controlling these problems and the various agencies and organizations which deal with the problems and issues. Credit, 3 semester hours.

SOC 3690. Sociology of Mental Disorders
See listing above. Credit, 3 semester hours.

SOC 3730. Health Promotion and Wellness
A study of community problems and opportunities for health care and the social factors that mold health habits. Project development and implementation required. Credit, 3 semester hours.

SOC 3750. Death and Dying
Stages of personal adjustment to death. Dying as a social process. Therapy with the chronically and terminally ill. Social, economic, and psychological aspects of the funeral. The hospice is discussed. Credit, 3 semester hours.

SOC 3780. Sociology of Drug Use
See listing above. Credit, 3 semester hours.

II-C. SUBSTANCE ABUSE COURSES: Courses taken from these following may be used to develop a track in Substance Abuse within the Sociology major, or may be applied toward a Substance Abuse Minor (see Interdisciplinary Majors and Minors).

SAB 2700. Medical Terminology (SWK 2700)
Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social and behavioral science curricula who seek careers in medical organizations. Credit, 2 semester hours.

CRJ 2830. Interviewing Skills (SAB 2830)
See listing under CRJ 2830. Credit, 3 semester hours.

SAB 3770. Drug Use and Abuse (HLTH 3770)
A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Credit, 3 semester hours. Prerequisite: SOC 1020 or permission of instructor.

SOC 3780. Sociology of Drug Use
See listing above. Credit, 3 semester hours.

SOC 3790. Substance Abuse Prevention
See listing above. Credit, 3 semester hours.

SAB 4550. Treatment of Alcohol and Drug Addiction (SWK 4550)
Substance abuse treatment and rehabilitation involving individual clients, families and groups is addressed. Modalities of treatment, treatment planning, case management and managed care in addictions are also addressed. Credit, 3 semester hours.

SOC 4610. Addiction and Women (SAB 4610)
See listing above. Credit, 3 semester hours.

III. CRIMINAL JUSTICE (CRJ) AREA COURSES:

CRJ 2000. Introduction to Criminal Justice
A study of the operations and processes of the justice system and its agencies (the police, courts, corrections), how the justice system influences human behavior, and how it is influenced by social, economic, and environmental factors, including the American political system. Credit, 3 semester hours.

CRJ 2010. Introduction to Terrorism Studies
This course will provide a comprehensive multi-disciplinary exploration of terrorism from both a historical and contemporary perspective. Emphasis will be placed on the study of domestic and international terrorist motivations, strategies, and methods through the analysis of modern terrorist organizational structures and case studies of actual events. Attention will be provided to the strategic and political response the American criminal justice community has made since the attacks of September 11, 2001. Credit, 3 semester hours.

CRJ 2100. Police in Society
A study of police in society, to include the history, jurisdiction and organization of police forces, police power and authority, police problems and issues, and the recruitment, training and careers of police officers. Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 2200. The Judiciary—An Introduction
A study of the American judicial system, with an emphasis on the North Carolina courts, covering the activities of lawyers, prosecutors, public defenders, judges, court clerks, bailiffs and related occupations and professions. Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 2300. Contemporary Corrections
A study of corrections, imprisonment and other forms of punishment, to include the social organization of penitentiaries, jails, and reformatories; problems and issues, and the recruitment, training and careers of corrections officers Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 2400. Criminology (SOC 2400)
Historical and contemporary theories of criminal behavior are examined, with emphasis on the sources of information on crime and the application of the scientific method to the explanation of crime. Credit, 3 semester hours.

CRJ 2410. Juvenile Justice System
Legal and philosophical basis for a separate juvenile justice system, with a focus on juvenile rights and will include such topics as due process, venue, adjudication and dispositions, commitments, and alternatives to incarceration. Credit, 3 semester hours. Prerequisite: CRJ 2000 or 2400.

CRJ 2830. Interviewing Skills (SAB 2830)
This course teaches practical skills and the theories behind them for interviewing and recording of interviews in legally and emotionally sensitive areas, such as knowledge about criminal conduct and victimization, child, domestic and substance abuse. Systems theory is applied to the selection of techniques to be used in different interviewing circumstances, recognizing such critical status distinctions as victim, witness, or suspect. The course employs lecture, discussion, readings, interviewing assignments, simulations, role-playing, audio-visual taping, and documentation exercises. Credit, 3 semester hours.

CRJ 3000. Criminal Law
An analysis of the substantive criminal law studied from the development of the common law tradition to the present. The origins, nature, and consequences of societal reactions to crime are examined. Emphasis will be placed on social and political factors active in the creation of substantive criminal law, with particular emphasis on law as an instrument of social control. Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 3010. Criminal Justice Writing/Rhetoric
This course will provide an analysis of writing formats and rhetoric techniques used by criminal justice professionals. The class will focus on the skills needed to write in a manner that is complete, clear, accurate, and convincing as well as use professional prose and concepts of rhetoric and style. Additional attention will be given to literature review and citation guidelines using both the APA and ASA styles. Lesson formats will include literature and case reviews, investigative reports, affidavits for search and arrest warrants, and the development of strategic plans and résumés. Credit, 3 semester hours. Prerequisite: ENG 1050, 1060.

CRJ 3100. Private Security
An introductory survey of the security field. Included will be private, corporate, industrial, and retail applications. Comparisons between private and public policing will be made. Credit, 3 semester hours.

CRJ 3150. Criminal Investigation
A study of the methodology relating to the study of crime. Emphasis will be placed more on the theoretical than the applied issues. An emphasis will be placed on the developing 'high technology' relating to criminal investigation. Credit, 3 semester hours. Prerequisite: CRJ 2100.

CRJ 3180. Criminal Justice Administration and Management
This course examines the duties of administrators and managers in a criminal justice agency by studying the formal nature of bureaucratic organizations, the processes of leadership, management, decision-making, organizational communications, staffing, training, planning, budgeting, evaluation, organizational development and controlled change; and acquaints students with historical developments, applications of managerial and organizational theories, principles and practices and problems of administering and managing criminal justice organizations. Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 3300. Probation and Parole
Origins, development, and contemporary practices in probation, parole, and community corrections. Includes the impact of these services on other elements of criminal justice. Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 3400. Life Course Criminology (SOC 3400)
Taking a sociological perspective on criminal correlation, etiology, and criminogenics, this course examines criminal behavior across the life course, considering such issues as juvenile delinquency, "aging out" of crime, persistent career criminality, and such social variables as class, employment, race, sex roles, ethnicity, religion and ideology on crime. Credit, 3 semester hours. Prerequisite: CRJ 2400

CRJ 3440. Organized Crime
A historical and contemporary review of the development and operation of organizations committed to criminal conduct. Emphasis will be placed on organized crime in America and the efforts to control it (especially federal RICO statutes). Credit, 3 semester hours. Prerequisite: CRJ 2000.

CRJ 3500. Offender Rehabilitation
Discussion and application of various Social Work methods will be included along with the history of treatment and rehabilitation in correctional institutions. Students will focus upon how a social worker provides services within the authoritarian setting of a correctional institution. Credit, 3 semester hours.

CRJ 3520. Human Trafficking and Slavery (SOC 3520)
This course addresses a worldwide crime phenomenon and social problem that involves men, women, and children ensnared in an unthinkable life of slavery, torture, and early death. The following topics are covered in-depth: the rise and costs of human trafficking; the financial side of human trafficking; the trafficking markets in Asia, Eurasia, Eastern Europe, Latin America, Africa, and the United States. Credit, 3 semester hours. Prerequisite: CRJ 2000 or SOC 1020.

CRJ 3600. Social Statistics (SOC 3600, SWK 3600)
An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. Credit, 3 semester hours. Prerequisite: MAT 1050 or MAT 1070 or permission of the instructor.

CRJ 3610. Social Research (SOC 3610)
An overview of research methodology in the social sciences. The course will include survey and experimental designs, and sampling and scaling techniques. Both quantitative and qualitative techniques of analysis will be presented. Credit, 3 semester hours. Prerequisite: SOC 1020 or SOC/CRJ 2400.

CRJ 3670. Social Deviance (SOC 3670)
Theories of deviant behavior are examined, with selected examples of deviance reviewed in detail. Credit, 3 semester hours. Prerequisite: CRJ 2400 (SOC 2400) or permission of the instructor.

CRJ 3680. Law and Society (SOC 3680)
An introduction to the development of law and legal systems, the social organization of law, and the functions and roles of law in society, applying cross-cultural and anthropological perspectives. The relationship of values, economy and culture of a society to the laws it adopts. Credit, 3 semester hours.

CRJ 3700. Ethics in Criminal Justice
Overview of the major philosophical schools of ethics and application of ethical systems and standards to decision making by professionals working in every part of the criminal justice system. Credit, 3 semester hours. Prerequisite: CRJ 2000

CRJ 3750. Criminal Profiling
This course examines the basis for the process of criminal profiling and its use in the criminal justice system. Various facets of the profiling process will be examined utilizing numerous case studies, including the typology of the offender, deception, crime scene analysis, and interpretation of evidence. Consideration of the foundational assumptions for, basic approaches to, the limitation and the alternatives to criminal profiling will also be included. Credit, 3 semester hours.

CRJ 3910. Constitutional Rights of Prisoners
This course provides an introduction to the rights and responsibilities of inmates from both a national and international perspective. The course will place an emphasis on the rights of male and female prisoners with respect to use of force, visitation, use of mail, internet, and telephone, administrative segregation, religion, legal services, disciplinary proceedings, parole and probation, rehabilitation programs and medical care, and human rights among other topics. Credit, 3 semester hours. PREREQ: CRJ 2000

CRJ 3970. Experiential Learning I
Written approval of Department Chair and supervising faculty member required prior to registration. Credit, 3 semester hours.

CRJ 3980. Directed Research I
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together with the faculty member's acceptance, is submitted for approval to the Department Chair prior to registration. Credit, 1 semester hour.

CRJ 3990. Directed Research II
Same as above. Credit, 2 semester hours.

CRJ 4000. Criminal Procedure
A critical examination of the due process rights guaranteed to individuals in the justice system. Emphasis will be on the impact of the Bill of Rights on the practices of police, prosecutors, and judges. Evolving constitutional foundations of the justice system are examined, along with a review of the remedies available for the violation of these rights. Credit, 3 semester hours. Prerequisites: CRJ 3000 or permission of the instructor.

CRJ 4120. Judicial Decisions
A critical analysis of the process and impact of judicial decisions. Includes an examination of judicial selection, political influence, public opinion, and agenda setting. The role of precedent, policy, politics, and a range of extra-legal factors will be considered. The qualifications, selection, and role of jurors are also discussed in this examination of the interaction of law in society. Credit, 3 semester hours.

CRJ 4140. Restorative Justice

The concept of restorative justice and related "criminology as peace-keeping" and integrative-constitutive approaches to crime. Restorative justice offers a series of values, intending to repair the harm done by crime, bringing about closure, healing, and forgiveness. Credit, 3 semester hours.

CRJ 4150. Police Community Relations

This course will study the interaction that occurs between the police and members of the community. Emphasis will be placed on the relationships with juveniles, addicts, minorities, victims, and the mass communications media. Credit, 3 semester hours. Prerequisites: CRJ 2100.

CRJ 4200. Homeland Security

This course will provide a broad understanding of the organizational structure, mission, and challenges faced by the Department of Homeland Security (DHS) and its role within the criminal justice community in protecting the nation from terrorism. Emphasis will be placed on the critical evaluation of the effectiveness of America's current national security policy by exploring contemporary efforts to protect the nation against terrorist attack by reducing our strategic vulnerabilities and developing creative antiterrorism strategies. Case studies and practical exercises will be instrumental in meeting course objectives. Credit, 3 semester hours. Prerequisites: CRJ 2010.

CRJ 4210. Counterterrorism Strategies

This course will take a cross-disciplinary approach to analyze proactive methods used by the criminal justice and intelligence community and its international partners to combat terrorism and political violence. Case studies of contemporary terrorist groups and counterterrorism strategies used by law enforcement to reduce the effectiveness of terrorist activities will be provided along with scenario-based practical exercise learning techniques. Credit, 3 semester hours. Prerequisites: CRJ 2010.

CRJ 4220. Terrorism: Constitutional and Legal Issues

This course will provide an overview of constitutional, legislative, and legal issues impacting criminal justice professionals at all levels of government engaged in combating terrorism. Emphasis will be placed on examining the social, ethical, practical, and political implications of legislation such as the Patriot Act, which is designed to protect the homeland and American interests throughout the world. Particular focus will be provided the legal implications of terrorism on the judicial system and in particular the challenges facing government prosecutors. This course will utilize contemporary case studies in furtherance of its objectives. Credit, 3 semester hours. Prerequisites: CRJ 2010.

CRJ 4230. Intelligence Studies

This course will critically examine the role of intelligence in supporting the National Security Policy of the United States. It will explore the mission and structure of the American Intelligence Community and examine the stages of the intelligence cycle process and the issues experienced in each step. A particular focus will be placed on the importance of intelligence in combating terrorism and transnational crime. Practical exercise analytical learning techniques will be used to examine contemporary case studies of terrorist attacks and violent crime events. Credit, 3 sem. hrs. Prerequisite: CRJ 2010.

CRJ 4350. Death Penalty

Legal, social, ethical, moral, and practical issues surrounding capital punishment, examining the nature, practice and functions of the death penalty in American and Western societies. Seminar. Credit, 3 semester hours.

CRJ 4400. Conflict Management (SOC 4400)

A survey of the conceptual and theoretical bases of conflict and conflict management, the institutional framework and dynamics of alternative dispute resolution, and the use of negotiation, mediation, arbitration, and other hybrid approaches for achieving conflict settlement or resolution. Specific emphasis is on the use of applied diagnostic and analytical tools, and interactive learning approaches. Credit, 3 semester hours.

CRJ 4530. Family Violence (SOC 4530)
Historical, cross-cultural and current issues in family and domestic violence, with attention to child abuse, couple violence, and the responses of criminal justice, counseling and social service agencies. Credit, 3 semester hours.

CRJ 4750. Computer Applications in Criminal Justice
An overview of the applications and emerging issues of computer technology in law enforcement, corrections, jurisprudence, and criminological research. Special attention is paid to the application of computer technology to decision-making in the criminal justice system. A variety of computer applications are presented. Credit, 3 semester hours.

CRJ 4800. Internship in Criminal Justice
Through placement in a criminal justice agency, students will develop some competence in the organization, administration, and practices of that agency. Prior to field placement students will be instructed in operating policies and procedures of the host agency. Note: Pass/Fail Basis. Credit, 3 semester hours. Prerequisite: Senior standing, faculty advisor's recommendation, and consent of Coordinator of Criminal Justice Internships and the Department Chair. Corequisite: CRJ 4810.

CRJ 4970. Experiential Learning II
Written approval of supervising faculty member, and Department Chair required prior to registration. Credit, 3 semester hours.

CRJ 4990. Independent Study in Criminal Justice
Restriction: Limited to seniors majoring in criminal justice whose overall cumulative point average is 3.0 or better. A written proposal is required in advance of registration. Credit, 3 semester hours. Prerequisite: Acceptance by a Department faculty member who will supervise, and approval by the Department Chair.

CRJS 4xxx. Special Topics in Criminal Justice
This course title provides flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. Credit, 3 sem.hrs.

GRADUATE COURSES IN CRIMINAL JUSTICE AND SOCIOLOGY

The department participates in the Concentration in Criminal Justice of the Master's of Public Administration program. Undergraduate enrollment for graduate courses is permitted for some seniors subject to the policies of the School of Graduate Studies. See the Graduate Programs section of this catalog for those policies and a description of the MPA program and courses.

See the Graduate Programs section of this catalog for a description of graduate Sociology courses offered as electives for the M.A. and M.A.T. in Social Studies Education.

SCHOOL OF BUSINESS

Dean: Ramin Cooper Maysami

The mission of the School of Business is to provide each student an outstanding business education. The School values internationalization to prepare students for a competitive global environment, diversity to enrich personal growth and enhance the learning experience, ethical decision making to prepare students to serve as business leaders, and scholarship to benefit our students' education. We also value and provide a personal learning environment where each student's success matters, as well as engagement in service that adds value to our institution, professions, and communities.

The School is composed of three academic departments offering the Bachelor of Science degree with a major in either Business Administration (BSBA) or Accounting (BSA). The University of North Carolina at Pembroke also offers the Master of Business Administration (M.B.A.). Students should consult the School of Graduate Studies section of the catalog to obtain information about academic requirements for the MBA program.

The Thomas Family Center for Entrepreneurship (TFCE) is a part of the School of Business that provides entrepreneurial development. Its ambition is to stimulate entrepreneurial thinking among the UNCP student body as well as to assist and support entrepreneurs and new ventures in the Southeastern North Carolina region. The TFCE's mission is focused on education, research, planning, and community engagement. For more information, see the Academic Services section of the catalog.

Business students have opportunities for internships and study abroad with programs that include The Magellan Exchange, and membership in student organizations: the Beta Gamma Sigma International Honors Society, the Accounting Student Association, the Economics and Finance Club, the Society for Human Resource Management (SHRM), and our nationally award-winning chapter of Enactus (formerly Students in Free Enterprise—SIFE).

The School of Business is fully accredited by AACSB International, the Association to Advance Collegiate School of Business.

BUSINESS PROGRAMS

The School of Business offers the Bachelor of Science degree with a major in either Accounting or Business Administration. Business Administration majors must choose a track in Economics, Entrepreneurship, Finance, International Business, Management, or Marketing. Students who want to have more than one track must successfully complete all requirements for each, plus at least 12 additional unduplicated hours for the second track. A minimum of 50% of the semester hours in the Business major must be taken at UNCP.

The School of Business offers minors in Business Administration, Economics, Entrepreneurship, Finance, Management, Marketing, and Quantitative Finance for non-Business majors only. Currently, Business majors cannot obtain a minor from the School of Business. The School also offers a 15-hour Entrepreneurship Certificate Program (ECP) and the 18-hour Entrepreneurship Minor that provide UNCP students in good standing from all majors the opportunity to learn how to start and manage their own businesses.

The basic core of business studies emphasizes the broad background needed for successful competition in the dynamic work-world as well as preparation for further study in graduate programs. Another objective is to render service beyond the University and within the surrounding business community. Through evening and online degree programs in Economics, Finance, and Management, the School of Business serves students who are unable to attend daytime classes. Further assistance is supplied in placement services and special consultation to the business community at large. The BSBA and MBA programs are also offered through a combination of on-site and online courses on satellite campuses at Sandhills Community College, Richmond Community College, and Fort Bragg.

Prospective students are strongly urged to consult a member of the faculty as soon as possible. To follow the courses in the necessary order, it is best to begin planning early.

COURSE—BUSINESS (BUS)

BUS 2000. Introduction to Business

This course introduces the student to the terminology and concepts used in the world of business through a comprehensive approach designed around the functional areas of business administration. The course will focuses on how the business entity interacts with its employees (management), customers (economics and marketing), and lenders and creditors (accounting and finance). An emphasis is placed on understanding the global business environment (international business). Topics include the components and actions needed to start a business (entrepreneurship), the skills needed to manage the firm, how products and services of the business are effectively priced and marketed, sources of funds to start and grow the company, and the accounting tools that are used to track income and expenses. Business ethics and social responsibility will be emphasized, as well the use of technology within each of the functional areas mentioned above, and effective business communication skills. Credit, 3 semester hours.

ACCOUNTING AND INFORMATION TECHNOLOGY DEPT. 289
Interim Coordinator: Ramin C. Maysami
ECONOMICS, FINANCE, AND DECISION SCIENCES DEPT. 293
Interim Coordinator: John E. Spillan
MANAGEMENT, MARKETING, AND INTERNATIONAL BUSINESS DEPT. 301
Chair: John E. Spillan
ENTREPRENEURSHIP PROGRAMS 308
Director: Michael L. Menefee

ACCOUNTING AND INFORMATION TECHNOLOGY

Interim Coordinator: Ramin C. Maysami

Sharon L. Bell Ollie G. Bishop Stephen J. Bukowy
Yu-Ho Chi W. Stewart Thomas[1]

[1]Assistant Dean, School of Business

The objective of the B.S. in Accounting is to prepare graduates for entry level positions whether in Public, Corporate, or Governmental Accounting or to continue furth er study in graduate school. The course offerings provide students with the knowledge and requirements to sit for the CPA exam in North Carolina upon graduation. In addition to the University graduation requirements, all Accounting majors must attain an overall 2.00 QPA in the courses listed below under Accounting Requirements.

BACHELOR OF SCIENCE IN ACCOUNTING

Requirements for a Bachelor of Science in Accounting	**Sem. Hrs.**
Freshman Seminar	1
General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030	44
General Business Requirements DSC 2090, BLAW 2150, 3180; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100, ECN 3010 or ECN/FIN 3040; ACC 4130; MGT 4660	42
Accounting Requirements ACC 3210, 3220, 3310, 4170, 4180, 4210, 4500, 4580	24
Electives	9
	Total:120

COURSES

ACCOUNTING (ACC)

ACC 1020. Accounting for Non-Business Majors

This course is designed to develop an understanding of the basics of accounting: what accounting information is, how it is developed, how it is used, and what it means. Credit, 3 semester hours.

ACC 2270. Financial Accounting

Introduction to accounting. A study of the basic accounting equation, transaction analysis, and financial statements. Credit, 3 semester hours. PREREQ: DSC 2090 and MAT 1070 or higher mathematics course.

ACC 2280. Managerial Accounting

An introductory study of internal accounting with emphasis on cost analysis and budgeting. The course stresses the attention-directing and problem-solving function of accounting in relation to current planning and control, evaluation of performance, special decisions, and long-range planning. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 2270.

ACC 3210. Intermediate Accounting I

A study of financial accounting theory and procedures. Includes time value of money and in-depth analysis of asset accounts. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 2270.

ACC 3220. Intermediate Accounting II

A continuation of ACC 3210. Includes in-depth study of liability and capital accounts, revenue recognition. Credit, 3 semester hours. PREREQ: ACC 3210.

ACC 3310. Cost Accounting

Cost determination and analysis, cost control, and cost-based decision making. Included are such

topics as job order and process costing systems, application of factory overhead, and responsibility accounting. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 2280.

ACC 4130. Accounting Information Systems

Basic concepts of accounting information systems including both computer based and manual systems. This course examines transaction processing systems with emphasis on internal controls and documentation, user support systems and systems development. Specific topics include spreadsheet functions, databases, etc. Credit, 3 semester hours. PREREQ: DSC 2090 and ACC 3310 or concurrent registration.

ACC 4170. Income Tax I

Federal income taxes as applied to individuals and sole proprietorships. Includes an overview of the tax system and the effect that tax law has on individual economic decisions. Credit, 3 semester hours. PREREQ: ACC 2270.

ACC 4180. Income Tax II

Federal income tax laws applicable to partnerships, corporations, estates, and trusts. Credit, 3 semester hours. PREREQ: ACC 4170.

ACC 4210. Advanced Accounting

Mergers and acquisitions accounting as well as preparation of consolidated statements after acquisition. Special accounting problems in consolidated financial statements, partnerships, pension funds, fund accounting, and fiduciary accounting. Credit, 3 semester hours. PREREQ: ACC 3220.

ACC 4500. Governmental and Not-For-Profit Accounting

Study of accounting principles unique to not-for-profit organizations as prescribed by generally accepted accounting principles and the Governmental Accounting Standards Board. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 2280.

ACC 4580. Auditing

A study of the theory and application of generally accepted auditing standards used in the examination of financial statements. The role of internal control review, working papers, audit programs, and the auditor's liability are considered along with selected case studies. Credit, 3 semester hours. PREREQ: ACC 3220.

ACC 4990. Directed Studies in Accounting

Independent study in an area of accounting of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Credit, 1-3 semester hours. PREREQ: ACC 2270, ACC 2280, and permission of the Department.

ACCS 4xxx. Special Topics in Accounting

The study of a particular topic of special importance, relevance, and currency in the field of accounting. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. Credit, 3 sem. hours. PREREQ: ACC 2270, ACC 2280.

BUSINESS LAW (BLAW)

BLAW 2150. Business Law and Ethics

The legal environment of business, contracts, personal property, commercial transactions, and forms of business organization. Credit, 3 semester hours.

BLAW 3160. International Business Law

This course will introduce students to the legal mechanics of international business transactions and to the commercial law environment within which those transactions are negotiated and executed.

The course will focus on the trade and investment activities of business entities, examining in a practical way the legal documentation necessary to execute various types of transactions and issues that the international lawyer and business person are likely to confront. Credit, 3 semester hours. PREREQ: MGT 2150.

BLAW 3180. Commercial Law

Study of the commercial legal environment in which business enterprises operate. Examines the law of contracts, sales and warranties, security interests, commercial paper, and debtor and creditor rights. Credit, 3 semester hours. PREREQ: BLAW 2150.

INFORMATION TECHNOLOGY MANAGEMENT (ITM)

ITM 3010. Management Information Systems

Introductory examination of the role of information systems in the support of managerial decisions. Communications theory, electronic storage systems, data base accumulation. Credit, 3 semester hours. PREREQ: DSC 2090, MGT 3060.

ITM 3100. Basic Application Development

This course is an introduction to the Visual Basic.NET language within the Visual Studio.NET integrated application development environment. The course covers the fundamentals of programming in a visual, object-oriented language and focuses on common programming methodologies and basic application development skills. Credit, 3 semester hours.

ITM 3200. E-Commerce

This course is designed to help business students increase their knowledge in E-Commerce so that they may better understand how organizations can successfully operate their businesses online. Specific topics to be addressed include business models, technical infrastructure, software procurement strategies, customer interaction, and the implementation of customer-centric systems. Credit, 3 semester hours. PREREQ: A "C" or better in ITM 3010.

ITM 3500. Database Management Systems

In this course, students will investigate application development in a business database environment with an emphasis on designing, modifying, and querying databases. In this course students will develop an understanding of database technology, database design, database selection and acquisition. Decision-making using databases will be covered. Overviews of emerging trends in data management will be covered. Credit, 3 semester hours. PREREQ: A "C" or better in ITM 3010 or ACC 4130.

ITM 3700. Enterprise Business Systems

Enterprise Business Systems provide information management and analysis to organizations. This course provides the student with an overview of Enterprise Business Systems. Topics covered will include functional systems, cross-functional systems, CRM, MRPII/ERP, SCM. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 2280, ITM 3010, and MKT 3120.

ITM 4100. System Analysis and Design

An introduction to systems thinking and the systems analysis process. The emphasis will be on traditional analysis, design, and implementation through the data flow analysis and systems development life-cycle approaches. Student teams will perform system studies of real-world problems and develop potential solutions. Credit, 3 semester hours. PREREQ: A "C" or better in ITM 3500; ITM 3100 recommended.

ITM 4400. Project Management

This course is designed to provide knowledge of business project management in general and information technology project management in specific. It explores the dimensions and elements of project management; concepts, methodologies, strategies, and structures. Attention will also be given to cost controls, teamwork, and quality management. Credit, 3 semester hours. PREREQ: A "C" or better ITM 3010 or ACC 4130.

ITM 4600. Systems Security, Reliability, and Privacy
This course develops the student's ability to comprehend, communicate, and apply current electronic commerce developments as a professional involved in designing, building, or managing information and accounting systems. Topics include the number-one topic of concern for businesses using E-business applications: transaction security and privacy. In addition, reliability of information systems as well as business decisions required to implement, plan, and support an electronic commerce endeavor are presented. Credit, 3 semester hours. PREREQ: A "C" or better in ITM 3500.

ITM 4800. Information Technology Management Internship
A work experience in an operating business where the student, under academic and employer supervision, participates in actual information technology managerial functions (40 work hours per semester credit hour required). Student must keep an extensive diary of work experiences and submit frequent reports to academic supervisor. Credit, 1 - 3 semester hours. PREREQ: A "B" or better in ITM 4100 and 4400.

ITM 4950. Advanced Information Technology Management
This course emphasizes the management of information technology and related resources from a broad strategic perspective. Topics covered include assessment of information technologies and their fit to organizational structure, tracking emerging technologies and trends, managing portfolio resources and matching them to business needs, technology transfer, end-user computing, outsourcing, theoretical models, strategic applications, and strategic IT planning. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 3100, ITM 3010 and 4400.

ITM 4990. Directed Studies in Information Technology Management
Independent study in an area of ITM of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Credit, 1 - 3 sem. hours. PREREQ: A "C" or better in ITM 4100 and 4400.

ITMS 4xxx. Special Topics in Information Technology Management
The study of a particular topic of special importance, relevance, and currency in the field of Information Technology Management. The content of the special topics course varies with each offering. Credit, 3 semester hours. PREREQ: A "C" or better in ITM 3010.

ECONOMICS, FINANCE, AND DECISION SCIENCES

Interim Coordinator: John E. Spillan

Mohammad Ashraf	Victor Bahhouth	Liang Ding
James R. Frederick	David O. Fricke	Loogeok (Lydia) Gan
Rebecca Gonzalez	Zhixin (Richard) Kang[3]	Bishwa S. Koirala[1]
Ramin Cooper Maysami[2]	Edwin (Cliff) Mensah	Xinyan Shi

[1]Director of Economic and Business Research [2]Dean, School of Business
[3]Director of International Affairs

The Department of Economics, Finance, and Decision Sciences contributes to a business education that establishes a foundation for successful, principled, and ethical professional careers in both regional and global environments.

Classes offered by the Department of Economics, Finance, and Decision Sciences are not only integral to the Bachelor of Science Degrees offered by the School of Business, but also contribute to the general education mission of the University in "graduating students with broad vision who recognize the complexity of social problems."

The Department values intellectual curiosity and actively promotes creative thinking among students, and encourages undergraduate research. The Department houses highly qualified international faculty holding Ph.D.s from some of the most respected universities in the United States. Faculty members participate in a balanced and eclectic program of research-enhanced teaching and have published in reputable international journals.

The Economics Track within the Bachelor of Business Administration prepares students for a variety of careers in the government or business sector and for job opportunities that abound in economic consulting and research. Corporate jobs concerned with practical applications of economic policy and microeconomic forecasting are also routinely available. The Finance Track offers proficiencies and research capabilities needed for careers in the banking and insurance sectors and in securities markets, as well as careers as financial managers, financial analysts, and personal financial advisors. Both tracks offer equip students with means of success in pursuing graduate degrees. The Economics and Finance tracks are available for traditional (face-to-face) and fully online modes of delivery.

The Department of Economics, Finance, and Decision Sciences offers minors in Economics, Finance, and Quantitative Finance for non-Business majors.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Requirements for a Bachelor of Science in Business Administration	**Sem. Hrs.**
Freshman Seminar	1
General Education, including: MAT 1070 and 2150 or 2210; ECN 2020, 2030	44
BSBA Common Body of Knowledge DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660; and ONE of the following six courses to satisfy the School's international requirement: BLAW 3160, ECN 2410, ECN 4400, FIN 4210, MGT 3150, or MKT 3130*	45
Track (see below): choose one—Economics, Finance	12
Business Electives (3000 or 4000 level)	6
General Electives	12
	Total:120

*A study-abroad program approved by the department chair and the dean/assistant dean may replace this requirement.

*ECN track students may not use ECN 4400 to fulfill this requirement.

*FIN track students may not use FIN 4210 to fulfill this requirement.

Tracks: select one

Economics Track* (12 hours): ECN 3010**, 3500, and two additional 3000- or 4000-level economics courses (ECN or ECNS)

*In addition to the University graduation requirements, all B.S. in Business Administration–Economics Track majors must attain an overall 2.00 QPA in the 12 semester hours listed above to fulfill the economics track.

**ECN 3010 cannot be taken as part of the BSBA Common Body of Knowledge

Finance Track* (12 hours): FIN 3040,** 4100, 4180, and one additional 3000- or 4000-level finance course (FIN or FINS)

*In addition to the University graduation requirements, all B.S. in Business Administration–Finance Track majors must attain an overall 2.00 QPA in the 12 semester hours listed above to fulfill the finance track.

**ECN 3040/FIN 3040 cannot be taken as part of the BSBA Common Body of Knowledge

MINORS (for non-Business majors only)

Requirements for a Minor in Economics	**Sem. Hrs.**
Required Courses: ECN 2020 and 2030	6
Choose four courses from among the 3000- and 4000-level economics courses (ECN or ECNS) offered by the department*.	12
	Total: 18

*FIN 3040 can be substituted for ECN 3040; there are other prerequisites, in addition to ECN 2020 and 2030, for ECN 3010, ECN 3040, and FIN 3040

Requirements for a Minor in Finance	**Sem. Hrs.**
Required Courses: ECN 2030; DSC 1590 or 2090; FIN 2050, 2400, 3000, and 3210	18
	Total: 18

Requirements for a Minor in Quantitative Finance	**Sem. Hrs.**
Required Courses: ECN 2030; MAT 2150 or 2210; DSC 1590 or 2090; DSC 3130 or MAT 2100; FIN 3000, 3040*, and 3210	22
	Total: 22

*FIN 3040 can be substituted for ECN 3040

COURSES

DECISION SCIENCES (DSC)

DSC 1590. Technology-Enabled Decision Making

This course introduces pertinent elements of computer applications as they relate to making informed decisions. New and emerging learning technologies are introduced and employed to accentuate critical thinking and problem solving skills. Additionally, the course emphasizes effective communication and collaboration in a technology-rich learning environment. Excel spreadsheets are introduced and utilized extensively in this course. Other techniques taught include collection, analysis, interpretation, and presentation of data as well as the effective use of Internet search tools and electronic databases. Credit, 3 semester hours.

DSC 2090. Spreadsheet and Database Management

A comprehensive advanced-level course in spreadsheet analysis and database management. The focal point in this course will be on the use of spreadsheet analysis and database management to address contemporary business problems. Credit, 3 semester hours. PREREQ: DSC 1090.

DSC 3130. Business Statistics I

A study of descriptive statistics including functional and summation notation, describing data graphically and numerically, and probability distributions. Credit, 3 semester hours. PREREQ: C or better in MAT 1070 or a higher-level mathematics class.

DSC 3140. Business Statistics II

A study of statistical inference including probability theory, random variables and probability distributions, testing hypotheses, estimating unknown parameters, analysis of variance, and linear and multiple regression. Credit, 3 semester hours. PREREQ: A "C" or better in DSC 3130.

DSC 3650. Management Science

The mathematical concepts application to the solution of management problems. Topics include linear programming, decision theory, optimization, queuing theory, and transportation modeling. Credit, 3 semester hours. PREREQ: DSC 3140, MGT 3060.

DSC 4420. Supply Chain Management (MGT 4420)

Introduces students to new and emerging topics, tools, and techniques in operations and supply chain management. The course emphasizes coordination, integration, and decision making regarding the interaction of the firm with its suppliers and customers, where planning, design, and control of all aspects of supply chains including design and control of material and information systems, supplier development, supplier selection, customer relationship management and quality issues such as outsourcing in supply chain are discussed. Credit, 3 semester hours. PREREQ: ECN 2020 and 2030, DSC 3130, MAT 1070, ITM 3010.

DSC 4990. Directed Studies in Decision Sciences

Independent study in an area of decision sciences of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Credit, 1-3 semester hours. PREREQ: DSC 2090, DSC 3130.

DSCS 4XXX: Special Topics in Decision Sciences

The study of a particular topic of special importance, relevance, and currency in the broad field of decision sciences. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. Credit, 3 semester hours. PREREQ: DSC 2090, 3130.

ECONOMICS (ECN)

ECN 1000. Economics of Social Issues

Economic thinking applied to persistent economic problems and issues in a market economy. Emphasis on implications for government policy rather than on the underlying theory. Topics include the nature of an economic system, demand and supply, monopolies, pollution and public goods, ethics and law, unemployment, inflation, the Federal Reserve System and money. Credit, 3 semester hours.

ECN 2020. Principles of Microeconomics

This course focuses on the individual decisions in the market economy. After an overview of how a market economy works, the course develops theories of consumer behavior, the behavior of firms in various degrees of competition, and workers' decision to offer labor. Government regulation of markets is also examined. Credit: 3 semester hours.

ECN 2030. Principles of Macroeconomics

This course offers an overall picture of the operation of our economy. The course focuses on how the economic system determines the level of national income, the unemployment rate, and the rate of inflation. Fiscal, monetary, and supply-side policies are discussed. Credit: 3 semester hours.

ECN 2060. Economic Geography (GGY 2060)

Geographic analysis of the location, development and distribution of major industries, resources, agricultural products, and economic services. Study of economic development problems and prospects. Credit, 3 semester hours.

ECN 2410. Asian Economies

This is an introductory level course focusing on the economic systems of Asian countries, which despite diverse history, culture, politics, and society have demonstrated one similarity: rapid economic growth. The course reviews patterns of economic growth among Asian countries, highlighting institutional differences within Asia and between Asian countries and the United States, and studying the global consequences of Asian economic expansion. Countries discussed will be selected from the Middle East, the Indian subcontinent, and Southeast and North Asia. China and Japan will be discussed in depth. Particular attention is paid to successes and failures of government policies in promoting economic growth in the region, and the role of culture in shaping such policies. Economic theories such as comparative advantage and growth models will be utilized to analyze the reasons for success of certain countries and the stagnation of others. The role of the market system as well as cultural and legal factors will be studied in addressing the similarities and differences among such economies. Credit, 3 semester hours.

ECN 3010. Managerial Economics

This course is a rigorous analysis of resource allocation, price determination in a market economy, consumer behavior (constrained utility maximization), theory of the firm (constrained profit maximization), and production and pricing behavior under various market structures. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 2150 or 2210 and in ECN 2020.

ECN 3040. Money, Financial Markets, and Institutions (FIN 3040)

Study of money, financial institutions, and markets and their roles in the economy. Coverage includes organization and functions of financial intermediaries, structure of financial markets and financial instruments, application of time value of money to bond pricing and yield calculations, algebraic approach to the supply and demand for money and interest rate determination, term- and risk structures of interest rates, the Keynesian macroeconomic model, and the algebraic approach to analyzing the effects of money and credit on national incomes, prices, and interest rates. While this course is substantially the same as FIN 3040 and covers the same set of topics, it places more emphasis on policy-oriented macroeconomic analysis. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 2150 or 2210 and in ECN 2030.

ECN 3050. Intermediate Macroeconomics

This course builds upon the concepts learned in Principles of Macroeconomics. It provides a deeper understanding of the functioning of the macroeconomy and the forces of globalization. Students will learn two major macroeconomic models: the neoclassical model and the Keynesian model. Topics will include national income and its determinants, economic fluctuation and economic growth, the possible impacts of monetary and fiscal policies, and how different factors of production behave in certain economic situations. Furthermore, how changes in aggregate consumption and investment affect the economy will also be covered. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 2150 or 2210 and in ECN 2030.

ECN 3070. Internet Economics

Applying basic principles of economics, this course surveys the various ways that economics is applied to the area of electronic commerce and how the e-commerce revolution affects the economy. The course covers relevant applications of electronic commerce to emerging economic concepts such as virtual products, network industries, online pricing and advertising, vertical integration/vertical restraint in the online market, Internet intellectual property rights, anti-trust issues in e-commerce, online financial markets, online banking, digital cash and electronic payments, regulatory issues of online markets, the public sector and the online marketplace, Internet and security. It provides bal-

anced examinations of how basic economic principles continue to [word(s) omitted here???] the electronic marketplace and of how features of certain products sold in this market place required rethinking some of those principles. Credit, 3 semester hours. PREREQ: ECN 2020.

ECN 3080. Environmental Economics

This course examines the implications of economic theory and how it relates to the environment and environmental activity. The continuing conflict between market forces and environmental integrity will be the centerpiece of discussion, and the course will explain how economic theory views the relationship between economic activity and the natural world. Special emphasis is given to developing and implementing tools to evaluate environmental policies. Other topics include cost-benefit analysis, measurement of the benefits of non-market goods and costs of regulations, and the evaluation of the impact of regulations in areas such as financial markets, workplace health and safety, consumer product safety, and other contexts. Credit, 3 semester hours. PREREQ: ECN 2020.

ECN 3090. Economics of Sports

This course centers around the application of microeconomic theory to the sports industry, both at the professional and amateur sports markets. The topics include market structure, labor relations, labor market discrimination, competitive balance, market value of sports talent, and payments to players. The involvement of the government in the sports business will also be discussed. Credit, 3 semester hours. PREREQ: ECN 2020.

ECN 3300. Public Finance (PSPA 3310)

A descriptive and analytical study of government revenues and government expenditures. Includes federal, state, and local levels of government. Credit, 3 sem. hours. PREREQ: ECN 2020 or 2030.

ECN 3410. U. S. Economic History (HST 3410)

A study of the United States economy from colonization to the present. Credit, 3 semester hours. PREREQ: Permission of instructor.

ECN 3500. Survey of Ethics in Economics and Finance (FIN 3500)

A survey of the emerging field of Financial Ethics. This course will provide an overview of ethical theory and decision making, explore some of the possible sources of ethical conflicts in economics and finance, study the practice of ethical decision making in the fields of finance and economics, and employ case studies to practice methods for determining ethical decision making in financial management, investments, and financial institutions. Credit, 3 semester hours.

ECN 3740. Health Economics

This course will present an economic analysis of several aspects of the healthcare industry, including hospital services, physicians' services, nurses' services, the pharmaceutical industry, medical insurance, Medicare and Medicaid, HMOs and PPOs, medical tourism, and government healthcare policy. Credit, 3 semester hours. PREREQ: ECN 2020.

ECN 4060. Comparative Economic Systems

A comparative study of alternative economic systems, including communism, socialism, and capitalism. Credit, 3 semester hours. PREREQ: ECN 2020, ECN 2030.

ECN 4070. Labor Economics

Examines the nature of the labor markets and problems dealing with labor groups. Topics include history of the labor movement, union structure, labor law, collective bargaining. Credit, 3 semester hours. PREREQ: ECN 2020.

ECN 4080. Economic Development

Analysis of economic and social problems of underdeveloped regions. Theories and strategies of economic growth and development designed to accelerate solutions to these problems. Credit, 3 semester hours. PREREQ: ECN 2020, ECN 2030.

ECN 4110. Development of Economic Thought

A basic course in the development of economic theories and doctrines, from the ancient Greeks to the present day. Credit, 3 semester hours. PREREQ: ECN 2020, ECN 2030.

ECN 4400. International Trade

An introductory analysis of international trade relations, the nature of a country's imports and exports, costs and benefits of trade protectionism, the role of trade in the domestic economy, balance of payments, and the determination of exchange rates. Credit, 3 semester hours. PREREQ: ECN 2020, ECN 2030.

ECN 4800. Economics Internship

This course entails a work experience in a business firm, a non-profit organization, or a government entity where the student, under academic and employer supervision, participates in the daily operations of the organization and conducts some economic analysis of the operations of the business entity (40 work hours per semester credit hour). Students must keep an extensive diary of work experiences and submit frequent reports to an academic supervisor, who is a UNCP faculty member in the Department of Economics, Finance, and Decision Sciences, who has been approved by the Chair of that department, and who will be responsible for assigning the grade in the course. Credit, 3 semester hours. Pass/Fail. PREREQ: Minimum of 90 semester hours, grades of C or better in ECN 2020 and in ECN 3010, cumulative GPA of 2.5 or better, a declared academic major in Business Administration or Accounting, a written proposal, and written consent of Department Chair.

ECN 4990. Directed Studies in Economics

Independent study in an area of economics of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Credit, 1-3 semester hours. PREREQ: ECN 2020, ECN 2030, and permission of the Department.

ECNS 4xxx. Special Topics in Economics

The study of a particular topic of special importance, relevance, and currency in the field of economics. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. Credit, 3 semester hours. PREREQ: ECN 2020, ECN 2030.

FINANCE (FIN)

FIN 2050. Personal Finance

Course focuses on tools consumers can use in making purchase decisions. Topics include planning and managing personal finances, credit, insurance, real estate, financial investments, retirement planning and estate planning. Credit, 3 semester hours.

FIN 2400. Foundations of Finance (for Non-Business Majors)

Foundations of Finance offers a concise yet comprehensive survey approach to finance that provides students with the opportunity to understand what finance is all about. The course, intended for non-business majors, introduces the three main areas of finance—markets, investments, and financial management. Topics include banks and financial institutions, interest rate and the saving process, time value of money, introduction to bonds and stocks, financial data analysis and long term financial planning, and overview of capital budgeting. MAT 1050 and a financial calculator are recommended. Credit, 3 semester hours.

FIN 3000. Finance for Small and Entrepreneurial Businesses

Small Business and Entrepreneurial Finance takes a three-pronged stage-sensitive approach to introduce financial thinking, tools, and techniques adapted to the realm of entrepreneurship and small business ownership. The course emphasizes the differences between large corporations and Small and

Medium Enterprises (SMEs) relative to funding, risk assessment, and management. Topics include introduction to financial tools, financial markets and instruments, and management of short terms assets and liabilities. Analysis of bootstrapping strategies in estimating financial resource requirement is followed by a comprehensive discussion of sources of funds for small businesses in the development, startup, and survival stages of the entity's life cycle (including Small Business Administration programs), and in later stages of life, entrepreneurial venture growth capital, harvesting the venture investment and turnaround opportunities or liquidation under financial distress. Credit, 3 semester hours.

FIN 3040. Money, Financial Markets, and Institutions (ECN 3040)
Study of money, financial institutions and markets and their roles in the economy. Coverage includes organization and functions of financial intermediaries, structure of financial markets and financial instruments, application of time value of money to bond pricing and yield calculations, algebraic approach to the supply and demand for money and interest rate determination, term- and risk structures of interest rates, the Keynesian macroeconomic model, and the algebraic approach to analyzing the effects of money and credit on national income, prices, and interest rates. While this course is substantially the same as ECN 3040 and covers the same set of topics, it places more emphasis on the structure and functions of financial institutions and instruments and the role they play in guiding resources within the economy. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 2150 or 2210 and in ECN 2030.

FIN 3050. Risk Management and Insurance
This course provides for the future business manager an introduction to the nature and management of risk. Theory and application into the nature of risk, exposure, insurance, and hedging are covered. Insurance is covered from the point of view of the business person, to be a smart consumer of insurance services; as well as from the point of view of a potential insurance industry representative or executive. Credit, 3 semester hours. PREREQ: FIN 3100, DSC 3130.

FIN 3100. Business Finance
Principles of financial management as they apply to American business organizations. The role of finance and the financial manager, risk, return and interest rates, long-term investment decisions, cost of capital, and short and long term financing decisions. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 2270, DSC 3130 or equivalent statistical course, and MAT 1070 or a higher-level mathematics class.

FIN 3210. Financial Analysis with Spreadsheet Applications
FIN 3210 employs spreadsheets as a management tool for financial analysis by taking an integrative view that promotes integration across financial functions and responsibilities within a business. Topics include analyzing income statements, balance sheets, and cash flow statements, performing vertical and horizontal analyses of financial statements, determining financial ratios and analyzing their trends and significance, and combining quantitative and judgmental techniques to improve forecasts of sales revenues and customer demands. Spreadsheet software will be used in the course as an analytical tool. Credit, 3 semester hours. PREREQ: DSC 1590 or DSC 2090 and FIN 3000.

FIN 3500. Survey of Ethics in Economics and Finance (ECN 3500)
A survey of the emerging field of Financial Ethics. This course will provide an overview of ethical theory and decision making, explore some of the possible sources of ethical conflicts in economics and finance, study the practice of ethical decision making in the fields of finance and economics, and employ case studies to practice methods for determining ethical decision making in financial management, investments, and financial institutions. Credit, 3 semester hours.

FIN 4100. Financial Management
Finance from the viewpoint of the financial manager. This course introduces and utilizes the case study method to explore differences in financial policy, financial statements for ratio analysis, capital

budgeting investment decisions, and strategic bond and stock valuations. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 3100.

FIN 4180. Investment Analysis and Portfolio Management
Equity and debt securities as investments, the organization and functions of the capital market, and the analysis and evaluation of securities and portfolios. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 3100.

FIN 4200. Bank Management and Policy
Course focuses on the theory and practice of management of commercial banks and other depository institutions. Primary emphasis is on the application of concepts and analytical tools crucial ro decisions facing managers of contemporary banks. Areas covered include financial and portfolio management, deposit acquisitions, capital adequacy, managerial objectives, market and regulatory environment, and dimensions of risk. Credit, 3 semester hours. PREREQ: A "C" or berter in FIN 3100.

FIN 4210. International Finance
This course will provide the student with a comprehensive survey of complex financial concepts as applied to the international arena, through the exploration of theoretical constructs and their practical applications. Topics explored include the international macroeconomic environment, international financial landscape, and the management of the multinational firm. Credit, 3 semester hours. PREREQ: FIN 3100, DSC 3130, MAT 2150 or 2210.

FIN 4800. Financial Institution Internship
A work experience in a bank or financial institution where the student, under academic and employer supervision, participates in actual managerial functions and is exposed to the daily operation, decisions and working policies of the bank (minimum of 40 work hours per semester credit hour required). Students must keep an extensive diary of work experiences and submit frequent reports to the academic supervisor. Credit, 1-3 sem. hours. Pass/Fail. May be repeated for credit. PREREQ: A "C" or better in FIN 3100 and the consent of Dean or faculty member supervising bank internships.

FIN 4990. Directed Studies in Finance
Independent study in an area of finance of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Credit, 1-3 semester hours. PREREQ: A "C" or better in FIN 3100 and permission of the Department.

FINS 4xxx. Special Topics in Finance
The study of a particular topic of special importance, relevance, and currency in the field of finance. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 3100 or permission of the instructor.

MANAGEMENT, MARKETING, AND INTERNATIONAL BUSINESS

Chair: John E. (Jack) Spillan

Nick Arena[1]
Jim D. Doyle
Howard G.Ling
John A. Parnell[8]
Christopher H. Ziemnowicz
Carmen F. Calabrese[2]
Cammie Hunt[4]
Michael L. Menefee[6]
Edward L. Powers
William R. Crandall[3]
Ericka A. Jones-Whitaker[5]
Keondra Mitchell[7]
Chuanhui (Charles) Xiong

[1]Director of Master of Business Administration Program
[2]Executive Director of the Thomas Family Center for Entrepreneurship
[3] Director of Assurance of Learning and AACSB Accreditation Coordinator
[4]Associate Vice Chancellor, Engaged Outreach
[5]Executive in Residence for Internships and Student Organizations
[6]Thomas Family Professor of Entrepreneurship
[7]Executive in Residence for Student Success
[8]Belk Distinguished Professor of Management

The Department of Management, Marketing, and International Business offers a Bachelor of Science degree in Business Administration with optional tracks in Management, Marketing, or International Business.

The Management track is designed to develop a student's understanding of the general principles, processes, and practices that are integral to leading and managing an organization and its employees. Courses provide students with an opportunity to develop and strengthen their skills in leadership, interpersonal relations, human resource management, small business management, international business, and strategic management. Graduates have a wide variety of career options that include human resource management, small business ownership, retailing, manufacturing, health care, state and federal government, banking, hospitality, and other service industries, as well as university and college administration.

The Marketing track develops the general skills necessary to work successfully in consumer and business-to-business markets. Students develop marketing strategies and effectively manage operations focusing on customers, competitive challenges, and the opportunities for new products, services, and markets. Courses provide an opportunity to prepare for marketing functions that include research, product planning, and consumer behavior, as well as advertising and promotion. Graduates work in a broad range of organizations and have careers in fields that include distribution management, advertising, public relations, corporate marketing, sales and sales management, retailing, and non-profit organizations, as well as in government.

The International Business track focuses on management issues facing business leaders in the rapidly evolving global marketplace. It prepares students to manage issues in the increasing globalization of business and the United States economy. Courses expose students to a variety of business areas including economics, finance, marketing, and management. The curriculum enables a student to develop an understanding of how markets, governments, and social systems interact to affect businesses. An approved international study experience is required for all students in the IB track. Students can prepare themselves for careers as global business leaders and develop strategies for improved organizational performance. Employment opportunities include multinational companies in the U.S. and abroad, numerous governmental agencies such as the Department of Commerce, the State Department, and U.S. Customs, as well as the international trade offices of individual states.

The Departmental curriculum also provides the necessary preparation for admission into a Master of Business Administration (MBA) program.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Requirements for a Bachelor of Science in Business Administration	Sem. Hrs.
Freshman Seminar	1
General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030	44
BSBA Common Body of Knowledge DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660; and ONE of the following six courses to satisfy the School's international requirement: BLAW 3160, ECN 2410, ECN 4400, FIN 4210, MGT 3150, or MKT 3130*	45
Track (see below): choose one International Business, Management, Marketing	12-24
Business Electives (3000 or 4000 level)	6
General Electives	3-12
	Total:120

*A study-abroad program approved by the department chair and the dean/assistant dean may replace this international course requirement.

*MGT track students may not use MGT 3150 to fulfill this requirement.

*MKT track students may not use MKT 3130 to fulfill this requirement.

Tracks: select one

International Business Track (24 hours): MGT 3150, FIN 4210, MKT 3130, ECN 4400; 6 semester hours of foreign language OR demonstrated proficiency in a foreign language; and two courses (6 semester hours) from among the courses listed below: BLAW 3160; HST 3320, 3440, 3450, 3720, 3730, 3740, 3750, 3860, 4170, 4210, 4270, 4330; PLS 2000, 2510, 3750, 3800; GGY 1020, 2000, 2060. All BSBA students with a concentration in International Business must take a minimum of 3 credit hours of International Study Abroad, approved by the department chair and the dean/assistant dean, prior to graduation. International Students are exempt from this requirement.

Management Track (12 hours): MGT 3090, 3150, 4080, and 4100

Marketing Track (12 hours): MKT 4300, 4500, 4800; and either MKT 3130, 3200, 4050, 4200 or MKTS 4xxx

MINORS (for non-Business majors only)

Minor in Business Administration

The minor in business administration provides a general overview of the business environment to students in majors outside of business. Students who want to gain a core understanding of business without making it the center of their education should pursue this minor. Students who fulfill the requirements for the minor in business administration will gain an understanding of functional areas of business administration and the basic concepts of a solid business education—the fundamentals of economics, management, and marketing, and core concepts of financial accounting.

Requirements for a Minor in Business Administration**	Sem. Hrs.
ACC 1020 or 2270, MGT 3060, MKT 3120, FIN 2400 or 3100, BLAW 2150, and ECN 1000, 2030, or 2020	
	Total: 18

** Students preparing for the MBA program should take ACC 2270, ECN 2020 or 2030, and FIN 3100.

Minor in Management

The minor in management offers non-business majors the opportunity to learn fundamentals of management practices. It provides an overall understanding of the field of business administration

through the Introduction to Business course. Managing complex organizations, leadership practices and issues in human resource management will also be introduced. Finally, principles of international management in the current global business environment will be discussed. The minor in management is attractive to students in all majors who plan to enter the field of management in their respective areas of interest.

Requirements for a Minor in Management	**Sem. Hrs.**
Required Courses: BUS 2000, MGT 3030, 3060, 3090, 3150, 4080	
	Total: 18

Minor in Marketing

The minor in marketing provides non-business majors with a thorough understanding of the fundamental concepts of marketing and how to apply these concepts through case studies and company and non-profit organization projects. Students also gain an understanding of consumer behavior, along with the knowledge and tools needed to coordinate marketing elements into integrated campaigns.

Requirements for a Minor in Marketing	**Sem. Hrs.**
Required Courses BUS 2000, MKT 3120, 3200, 4300, 4800	15
Choose one course from: MKT 3130, 4050, MKT 4200, 4500*, 4800, 4850, MKTS 4xxx	3
	Total: 18

ECN 2030 is recommended as a general education course.
MKT 3120 (with a grade of C or better) is the prerequisite for other marketing courses.
*DSC 3140 (with a grade of C or better is the prerequisite for Marketing 4500.

EVENING AND DISTANCE PROGRAMS

The Bachelor of Science in Business Administration, with a track in Management, may be earned in whole or in part by attending classes in the evening or online.

COURSES

MANAGEMENT (MGT)

MGT 2000. Success in Organizations

This course is an overview of workplaces in contemporary society, with individual, social, and ethical perspectives germane for both business and non-business majors. Topics will address areas such as how your employer obtains revenue to pay your salary, how your employer can stay competitive in the marketplace, and how you can remain employable in your field. Current issues will also be analyzed, including personal strategies for success in organizational life. Credit, 3 semester hours.

MGT 3010. Organizational Crisis Management

Crisis management focuses on helping decision makers address low probability, high impact events that may occur to their organizations. Such events include, but are not limited to, workplace violence, fires, severe weather damage, consumer boycotts, terrorist attacks, product sabotage, or industrial accidents. This course follows a four stage approach to a comprehensive crisis management program: landscape survey, strategic planning, crisis management, and organizational learning. Credit, 3 semester hours. PREREQ: junior or senior standing.

MGT 3030. Business Communications

Development of skill in the fundamentals of oral and written communication skills. In addition to studying the concepts of communication, students are required to make both oral and written presentations. The importance of effective communication within the business context is emphasized. Credit, 3 semester hours. PREREQ: A "C" or better in ENG 1060.

MGT 3060. Organization and Management
Introductory study of management processes within profit and non-profit organizations. Emphasis on behavioral issues as applied to organizations, such as motivation, teams, perception, and organizational development. Credit, 3 semester hours.

MGT 3090. Organizational Leadership
A survey of theoretical and contemporary approaches to leadership in organizations. Issues such as decision-making, change, power, strategy, and social responsibility are also addressed as they relate to leader effectiveness. Credit, 3 semester hours. PREREQ: MGT 3060.

MGT 3150. International Management
An introduction to and an overview of the essential elements of international management. Emphasis on the application of behavioral and strategic management practices to global business environments. Credit, 3 semester hours. PREREQ: MGT 3060.

MGT 3810, 3820, 3830, 3840. Students in Free Enterprise I, II, III, IV
Educational experience planning and implementing outreach projects and hands-on learning as part of Students in Free Enterprise (SIFE), a nonprofit organization. Students will be required to complete a minimum of 50 hours of project work in addition to other requirements set by the instructor. Credit, 1 semester hour each. PREREQ: permission of the instructor.

MGT 4010. Fundamentals of Project Management
This course introduces new and emerging topics, tools, and techniques that are used in Project Management. It introduces students to project planning and organization, budgeting and control, and project life cycles. Topics include organizational workflow, the staffing process, project planning elements, and project communications. Students will also learn basic project scheduling techniques, resource constrained scheduling, and software applications for project management. Credit, 3 semester hours. Prerequisites: MGT 3060 and 3090.

MGT 4050. American Indian Business
This course will address topics in American Indian business, management, and leadership, including American Indian entrepreneurship. Topics include the impact of culture on human resource management and business strategy, American Indian leadership characteristics, tribal values and economic development, as well as the relationship between spirituality and American Indian business. Credit, 3 semester hours. PREREQ: MGT 3060.

MGT 4070. Organization Theory
An examination of contemporary organizations from a theoretical perspective. Topics include but are not limited to organizational structure and design, organizational lifecycle, culture, ethics and social responsibility, strategy, technology, innovation and change, conflict, power, and politics. Credit, 3 semester hours. PREREQ: MGT 3060 or 3070.

MGT 4080. Human Resource Management
Application of behavioral science concepts in the development of hiring, training, and compensation policies relevant to the management of people at work. Credit, 3 sem. hrs. PREREQ: MGT 3060.

MGT 4100. Small Business Management
Consideration of opportunities and obstacles involved in starting and operating a small business. Emphasis is placed on integrating major concepts from finance, marketing, operations, and accounting as they apply to owning and operating a small business. Credit, 3 semester hours. PREREQ: MGT 3060, MKT 3120, FIN 3100.

MGT 4110. Small Business Institute Problems
Project-oriented course in which teams, under the supervision of the instructor, provide consulting assistance to individuals who are starting a new business or currently operating a small business. Emphasis is placed on integration and application of business concepts to actual business situations.

Limited enrollment. Credit, 3 semester hours. PREREQ: MGT 3060, MKT 3120, FIN 3100 (MGT 4100 desirable, but not required).

MGT 4300. Business Ethics and Social Responsibility

This course examines the areas of business ethics and corporate social responsibility using a stakeholder approach. The areas examined include the company's relationships with its local community, society, shareholders, suppliers, creditors, employees, management, consumers, the physical environment, and the government. Credit, 3 semester hours. PREREQ: MGT 3060, ECON 2020 or 2030, and ACC 2270.

MGT 4310. Sustainability and Corporate Social Responsibility

This course combines two increasingly important streams of management responsibilities: sustainability and social responsibility. It requires students to examine the challenges of implementing sustainability in a variety of contexts from the perspectives of climate change, energy use, natural resource use, and ecosystems/land use, as well as introduces them to the concepts of corporate social responsibility, which expands corporate focus from serving stockholders to considering the impact of the firm's activities on diverse stakeholders. Credit, 3 semester hours.

MGT 4410. Operations Management

Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed. Credit, 3 semester hours. PREREQ: DSC 3140, MGT 3060.

MGT 4420. Supply Chain Management (DSC 4420)

Introduces students to new and emerging topics, tools, and techniques in operations and supply chain management. The course emphasizes coordination, integration, and decision making regarding the interaction of the firm with its suppliers and customers, where planning, design, and control of all aspects of supply chains including design and control of material and information systems, supplier development, supplier selection, customer relationship management and quality issues such as outsourcing in supply chain are discussed. Credit, 3 semester hours. PREREQ: ECN 2020 and 2030, DSC 3130, MAT 1070, ITM 3010

MGT 4500. Ethics and Capitalism

An examination of the moral, philosophical, and economic foundations of capitalism. Topics include both foundational works and contemporary issues. Credit, 3 semester hours.

MGT 4660. Business Strategy

A capstone course integrating knowledge from functional areas through analysis of complex business problems. Case approach requires student involvement in decision making. Credit, 3 semester hours. PREREQ: ACC 3310 or MGT 4410, MGT 3030, and a "C" or better in MGT 3060, MKT 3120 and FIN 3100.

MGT 4800. Management Internship

A work experience in an operating business where the student, under academic and employer supervision, participates in actual managerial functions (40 work hours per semester credit hour). Student must keep extensive diary of work experiences and submit frequent reports to academic supervisor. All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses. Credit, 3 semester hours. Pass/Fail. PREREQ: Written proposal and consent of Department Chair.

MGT 4990. Directed Studies in Management

Independent study in an area of management of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced,

and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Credit, 1-3 semester hours. PREREQ: MGT 3060 and permission of the Department.

MGTS 4xxx. Special Topics in Management

The study of a particular topic of special importance, relevance, and currency in the field of management. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. Credit, 3 semester hours. PREREQ: MGT 3060.

MARKETING (MKT)

MKT 3120. Principles of Marketing

An introductory course in basic marketing principles is viewed from the perspective of a marketing manager. Topics covered include the marketing concept, product analysis, consumer behavior, channels of distribution, pricing, promotion, international marketing, and marketing's role in society. Credit, 3 semester hours.

MKT 3130. International Marketing

This course examines the role or marketing in international arenas. Will be concerned with societal, cultural, as well as economic aspects of marketing in different countries. Credit, 3 semester hours. PREREQ: MKT 3120.

MKT 3200. Consumer Behavior

Examination of the consumer decision-making process, including searching for, purchasing, using, evaluating, and disposing of products and services. Emphasis on how marketing mix, social-cultural factors, inner characteristics, and lifestyle affect consumer behavior. Discussion of current examples and public policy issues. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 3120.

MKT 4050. Retail Management

Study of retail structure and organization. Analysis of major store functions including buying, selling, pricing, advertising, and inventory control. Credit, 3 sem hrs. PREREQ: "C" or better in MKT 3120.

MKT 4200. Personal Selling and Sales Management

An overview of skills and knowledge involved in personal selling management of sales programs. Emphasis on learning the different techniques for developing personal selling presentations, prospecting for customers, managing customer accounts, and sales management theories and their applications. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 3120.

MKT 4300. Integrated Marketing Communications

A study of advertising planning and strategy. Topics include economics and social aspects, types of advertising, advertising objectives, development of advertising messages, media selection and evaluation, and advertising research. Credit, 3 semester hrs PREREQ: A "C" or better in MKT 3120.

MKT 4500. Marketing Research

A study of the application of research methods, both quantitative and qualitative, in the collection of marketing information and the development of marketing strategy. Applied marketing research studies are examined from the perspectives of planning, designing, executing, and interpreting. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 3120 and DSC 3140.

MKT 4800. Marketing Strategy

Integration of marketing elements in a strategic planning framework. Topics include demand analysis, formulating marketing strategies, establishing marketing policies and procedures, coordinating marketing actions, and evaluating performance of marketing functions. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 3120.

MKT 4850. Marketing Internship

A work experience in an operating business where the student, under academic and employer supervision, participates in actual managerial functions (40 work hours per semester credit hour). Student

must keep extensive diary of work experiences and submit frequent reports to academic supervisor. All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses. Credit, 3 semester hours. Pass/Fail. PREREQ: Written proposal and consent of Department Chair.

MKT 4990. Directed Studies in Marketing

Independent study in an area of marketing of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Credit, 1-3 semester hours. PREREQ: A "C" or better in MKT 3120 and permission of the Department.

MKTS 4xxx. Special Topics in Marketing

The study of a particular topic of special importance, relevance, and currency in the field of marketing. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 3120 or permission of the instructor.

ENTREPRENEURSHIP PROGRAMS

Director: Michael L. Menefee

The School of Business offers students the opportunity to pursue a Bachelor of Science in Business Administration with a track in Entrepreneurship.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Requirements for a Bachelor of Science in Business Administration: Entrepreneurship Track	**Sem. Hrs.**
Freshman Seminar	1
General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030	44
BSBA Common Body of Knowledge DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660; and ONE of the following six courses to satisfy the School's international requirement: BLAW 3160, ECN 2410, ECN 4400, FIN 4210, MGT 3150, or MKT 3130*	45
Entrepreneurship Track: MGT 4100, FIN 3000, ENTR 4000, and any two of the following: MGT 3090, 3150, MKT 3130, 3200, 4050, 4200, FIN 3050, 4180, ITM 3200, ART/BRD/MUS 3800, MUS 3580, MCM 3600, REC 4160, 4400	15
Business Electives (3000 or 4000 level)**	6
General Electives***	9
	Total:120

*A study-abroad program approved by the department chair and the dean/assistant dean may replace this requirement.

**BLAW 3180 highly recommended as a Business Elective

***ART 2560 highly recommended as a General Elective for web-based businesses

ENTREPRENEURSHIP CERTIFICATE PROGRAM

The Entrepreneurship Certificate Program (ECP) provides UNCP students in good standing from all majors the opportunity to learn how to start and manage their own businesses. The ECP consists of five courses (15 hours) in a 2-2-1 format. The first course (ENTR 2000) in the program covers business start-ups. The second course (ENTR 2100) covers business sustainability. The next two designated courses are from the major field of the student, of 3000 or higher level, with departmental approval and determined before the student matriculates in this program. The last course (ENTR 4000) helps the student create a comprehensive business plan. An entrepreneurship certificate will be granted after the successful completion of the program provided the student has a "C" average in the major courses and a "C" average in the Entrepreneurship courses.

Requirements for an Entrepreneurship Certificate	**Sem. Hrs.**
Required ENTR Courses: ENTR 2000, 2100, 4000	9
Other Required Courses: Two 3000- or higher-level courses in the student's major field, with departmental approval	6
	Total: 15

ENTREPRENEURSHIP MINOR

The minor in entrepreneurship provides students the opportunity to learn how to start and manage their own businesses. The minor consists of six courses (18 hours). The first two courses in the minor cover business start-up (ENTR 2000) and sustainability (ENTR 2100). The next three courses focus on marketing (MKT 3120), finance (FIN 3000), and law (BLAW 2150). The last course (ENTR 4000) in strategy helps the student create a comprehensive business plan.

Requirements for an Entrepreneurship Minor	**Sem. Hrs.**
Required Courses: ENTR 2000, 2100, 4000, BLAW 2150, MKT 3120, FIN 3000	18
	Total: 18

COURSES (ENTR)

ENTR 2000. Innovation

This course emphasizes starting a new business venture. Topics covered include taking an idea, product, or service to a business venture, finding initial financing, doing marketing research, picking a business structure, defining operations and methods, finding a location, and staffing of the business. Credit, 3 semester hours.

ENTR 2100. Growth and Sustainability

This course emphasizes sustaining a new business venture. Topics covered include marketing for growth, finding growth financing, developing a long term business strategy, improving business operations, managing human resources, understanding basic legal issues, and protecting intellectual property. Credit, 3 semester hours. Prerequisite: ENTR 2000.

ENTR 2200. Invention and New Products

This course provides a basis for new product development including product testing and safety, protection of intellectual property rights, licensing procedures, and marketing inventions. Credit, 3 semester hours.

ENTR 4000. Planning and Strategy

This course for the ECP and Minor in Entrepreneurship programs will let the students create entrepreneurial ventures. The emphasis here is to allow the students with faculty supervision to create plans and develop products and/or services for a viable business entity. Credit, 3 semester hours. Prerequisite: ENTR 2100 or MGT 4100.

SCHOOL OF EDUCATION

Dean: Zoe W. Locklear
Interim Associate Dean: Alfred Bryant

The School of Education administers the Teacher Education Program at The University of North Carolina at Pembroke. The University offers the Bachelor of Arts, Bachelor of Music, and Bachelor of Science degree with the following majors (program areas): Art Education (K-12), Birth-Kindergarten Education (B-K), Elementary Education (K-6), English Education/Language Arts (9-12, 6-9), Mathematics Education (9-12, 6-9), Middle Grades Education (6-9), Music Education (K-12), Health/Physical Education (K-12), Science Education (9-12, 6-9), Social Studies Education (9-12, 6-9), Spanish Licensure (K-12), and Special Education (K-12). Some majors (program areas) are housed in the School of Education, and some are housed in the College of Arts and Sciences.

The School of Education also has seven departments: Elementary Education; Education Specialties; Professional Pedagogy and Research; School Administration and Counseling; Health, Physical Education, and Recreation; Aerospace Studies; and Military Science. The Department of Elementary Education offers the Bachelor of Science degree in Elementary Education and a graduate degree in Elementary Education (M.A.Ed.). The Department of Education Specialties offers the Bachelor of Science degrees in Birth-Kindergarten Education and Special Education and a graduate degree in Reading Education (M.A.Ed.). The Department of Professional Pedagogy and Research offers graduate degrees in Middle Grades Education (M.A.Ed.) and the M.A.T. The Department of School Administration and Counseling offers graduate degrees in Clinical Mental Health Counseling (M.A.Ed.), Professional School Counseling (M.A.Ed.), and School Administration (M.S.A.). The Department of Health, Physical Education, and Recreation offers the Bachelor of Science degree with majors in Athletic Training, Health/Physical Education Licensure, and Exercise and Sport Science with tracks in Health Promotion, Recreation, Exercise Physiology, and Sport Management. The Department of Aerospace Studies prepares cadets for active duty as Air Force Officers through the General Military Course (GMC) and the Professional Officers Course (POC). The Department of Military Science offers the Army ROTC Basic and Advanced Courses which lead to second lieutenant commissions in the U.S. Army.

The University of North Carolina at Pembroke also offers the Master of Arts (M.A.) and Master of Arts in Teaching (M.A.T.) degrees in Art Education (K-12), English Education (9-12, 6-9), Mathematics Education (9-12, 6-9), Music Education (K-12), Physical Education (K-12), Science Education (9-12, 6-9), and Social Studies Education (9-12, 6-9). For more information about graduate programs in education, see the School of Graduate Studies section of this catalog.

TEACHER EDUCATION PROGRAM **311**
Director: Zoe W. Locklear
DEPARTMENT OF ELEMENTARY EDUCATION **346**
Chair: Karen Stanley
DEPARTMENT OF EDUCATIONAL SPECIALTIES **350**
Chair: Betty Wells Brown
DEPARTMENT OF PROFESSIONAL PEDAGOGY AND RESEARCH **361**
Interim Chair: Valjeaner Brewington Ford
DEPARTMENT OF SCHOOL ADMINISTRATION AND COUNSELING **367**
Chair: Alfred Bryant
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION **368**
Chair: Tommy Thompson
DEPARTMENT OF AEROSPACE STUDIES **384**
Director: Lt. Colonel Allen Gradnigo (Air Force)
DEPARTMENT OF MILITARY SCIENCE **387**
Director: Capt. Larry Pitts (Army)

TEACHER EDUCATION PROGRAM

Director: Zoe W. Locklear

Theme: Preparing professional educators who are committed, collaborative, and competent

Mary Ash[21]
Betty Wells Brown[4,17]
Kimberly Dial Sellers[18]
Karen Granger[1]
Mary Klinikowski[10,28]
Raymond Lee[11]
Jeffrey K. Lucas[23]
Aku Opata[31]
Denny Scruton[15]
Bryan Winters[30]
Valerie A. Austin[14]
Alfred Bryant[27]
Denise Feikema[7]
Rita Hagevik[22]
Roger A. Ladd[8]
Tulla Lightfoot[2]
Larry Mabe[20]
José Rivera[13]
Karen Stanley[6]
vacant[29]
Scott C. Billingsley[24]
Danny Davis[16]
Kelly Ficklin[5]
Ann Horton-Lopez[3]
Ana Cecilia Lara[25]
Zoe Locklear[12]
Kay McClanahan[9]
Marisa Scott[26]
Jeffrey Warren[19]

[1]Acad. Intell. Gifted (AO)
[2]Art Education (U)
[3]Art Education (G)
[4]Birth to Kindergarten (U)
[5]Elementary Education (U)
[6]Elementary Education (G)
[7]English Education (U)
[8]English Education (G)
[9]English as Second Language (AO)
[10]Mathematics Education (U)
[11]Mathematics Education (G)
[12] Middle Grades Education (G)
[13]Music Education (U)
[14]Music Education (G)
[15]Physical Education (U)
[16]Physical Education (G)
[17]Pre-School (AO)
[18]Reading Education (G)
[19]School Counseling (G)
[20]School Administration (G)
[21]Science Education (U)
[22]Science Education (G)
[23]Social Studies Education (U)
[24]Social Studies Education (G)
[25]Spanish Licensure (U)
[26]Special Education (U)
[27]Interim Associate Dean
[28]Director of Assessment
[29]Teacher Recruitment
[30]University-School Partnerships
[31]Licensure Officer

(U) = Undergraduate; (G) = Graduate; (AO) = Add-On

Teacher Education Program Vision Statement

By holding ourselves to high standards of professional excellence and professional integrity, by caring for the personal and professional well-being of the teacher candidates in our undergraduate community and the career professionals in our graduate community, we will make sound judgments about the design and delivery of professional development programs in an environment of mutual trust and common commitment to public school children and their families.

Teacher Education Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Teacher Education Program Diversity Position Statement

In congruence with the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience and to graduate students prepared for global citizenry, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial and ethnic differences, and gender issues of differences and who possess the knowledge, skills, and dispositions necessary to promote living and learning in a global society. To this accomplishment the Teacher Education Program will seek to

1. recruit students from among diverse backgrounds, cultures, and races;

2. recruit faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
3. develop, teach, and assess a curriculum that embraces learning and teaching for diverse populations; and,
4. provide (field) experiences and clinical settings which enable students to test, adapt, and adopt paradigms of learning for diverse populations.

Basic Tenets of the Conceptual Framework

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare **competent** and **collaborative** professional educators **committed** to the democratic mission in public education.

Commitment

Public schools exist for the purpose of making equal access a reality for all children regardless of race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, or exceptionality. Success in school is critical to the quality of future life for individuals as well as the health and vitality of our democratic nation. Therefore, professional educators—classroom teachers, specialists, administrators, and school counselors—significantly influence the shape of that future for P-12 learners in our nation's public schools. Such serious responsibility for the well-being of others requires an equally serious commitment from professional educators on several levels.

First, professional educators must be **committed to the mission of public schooling** in a culturally diverse, democratic society. Professional educators respect the dignity of all children, their families, their cultures, and their communities and care deeply about each child's academic success, health, and well-being. Second, professional educators must be **committed to high standards for students**. Professional educators believe that all students can learn and set high expectations for all learners. They create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be **committed to high standards for themselves**. They are personally invested in their professional work and continuously engaged in critical self-reflection about their own effectiveness at performing that work. They are committed to lifelong learning and continuous professional development over the span of a career. Fourth, **professional educators are committed to the profession**. They are proud to serve their communities as educational leaders and advocate for the profession in all interactions. They affiliate with various professional organizations at the district, state, and national levels.

Collaboration

Public schooling is a complex social institution involving multiple branches of local, state, and national governments, the general public, special interest groups, numerous national professional organizations, accreditation agencies, business partners, civic organizations, and millions of classroom teachers, administrators, service professionals, specialists, support staff, students and their families. Collaboration among all of the stakeholders in public education is essential for success. The UNCP Teacher Education Program nurtures the development of professional educators who understand the importance of collaboration in the public school culture and who work productively with others in various collaborative endeavors for the welfare of P-12 learners.

Professional educators must **collaborate with others in the community of learners**. They understand the constructivist principle of creating shared knowledge, learn how to work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies. Professional educators must learn how to **collaborate with other professionals in the school community.** They plan collaboratively with cooperating teachers, grade-level

teams, resource teachers, curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for whole school improvement. Professional educators **collaborate with students' families and other caregivers**. They understand that the partnership between school and home has a positive impact on the child's success in school. They communicate regularly with parents about what is going on in the school and invite them to actively participate in the school community. Professional educators **collaborate with others in the community**. They secure partnerships with businesses, civic organizations, nonprofit groups, and committed individuals in the district, state, and nation to support special educational initiatives for the benefit of P-12 learners.

Competence

The UNCP Teacher Education Program prepares professional educators who are competent. They **possess the knowledge, skills, and dispositions** needed to perform their entry level and advanced roles and responsibilities in the public schools effectively. Competent professional educators **promote positive learning outcomes for ALL students.** Understanding the critical connections among theory, research, and practice, their work is grounded in a defensible, well-developed **conceptual framework** based on the tenets of **constructivism**. Competent professional educators **know how to use critical self-reflection** on those connections to learn from direct experience and continuously improve their effectiveness. They **know how to secure and use various technological resources** to enhance student learning, service delivery, communication, and administration. Competent professional educators **embrace cultural diversity**. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They **value the role of the family in the child's education** and know how to work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators **provide leadership** wherever it is needed, always alert for opportunities to use their individual strengths to promote public education and those it serves.

Specific guidelines for defining professional competence are prescribed by the North Carolina State Board of Education, as the body authorized to govern licensure credentials for professional educators, and The University of North Carolina Board of Governors, the body authorized to govern the award of academic degrees for the University of North Carolina system. North Carolina State licensure requirements are aligned with the professional organization standards of the respective licensure area. Specific guidelines defining professional competence are also prescribed by the National Council for the Accreditation of Teacher Education (NCATE), an external accreditation agency.

In summary, UNC Pembroke prepares **committed**, **collaborative**, and **competent** professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who provide leadership in the classroom, school, and profession.

Teacher Education Program Organization

The Teacher Education Program at UNCP is a cross-disciplinary program, guided by the Teacher Education Committee and administered by the Dean, School of Education. Some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences. Information about Teacher Education Program policies and procedures, licensure and testing requirements, special programs, and resources appears in this section.

Teacher Education Committee

The Teacher Education Committee is the University-wide committee responsible for overseeing all teacher education programs. Its specific functions include establishing teacher education policies, reviewing all proposed changes to teacher education curriculum, reviewing proposed teacher education programs, reviewing the professional studies component of the program, approving applicants to the Teacher Education Program, approving applicants for the professional semester, assuring compli-

ance with state and national accreditation standards, and considering other matters related to teacher education. For a comprehensive description of the Teacher Education Committee organization and function, see the Teacher Education Program Policy Manual and the UNCP Faculty Handbook.

Accreditation and Licensure

All teacher education licensure programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the North Carolina State Board of Education. The North Carolina Department of Public Instruction issues licenses to teach in the public schools of North Carolina. Requirements for licensure are established by the NC State Board of Education and are subject to change. Accreditation provides for reciprocal licensure with other states that recognize interstate reciprocity agreements.

NC State Licensure Examination Requirement

All persons qualifying for licensure in North Carolina in the areas of Elementary Education, Birth-to-Kindergarten Education, and Special Education must pass the designated Praxis II specialty area test(s), as required. Alternative licensure teachers must meet Praxis II requirements as defined by current NC State Board of Education policy. See the program director for information about licensure exam requirements for graduate programs.

The School of Education must receive an official copy of satisfactory scores before a recommendation for licensure can be forwarded to the NC State Department of Public Instruction. Candidates should have their scores sent directly to the University by the testing company. Candidate copies are not accepted. Applications and information about the Praxis II tests are available at the Educational Testing Service website at www.ets.org.

Alternative Routes to Licensure

The UNCP Teacher Education Program offers two alternative pathways to licensure:

- Licensure-only—available in all licensure areas offered by the unit
- Master of Arts in Teaching Program—specializations in art education, middle grades education, music education, physical education and secondary English education, mathematics education, science education, and social studies education. More information about this pathway can be found in the School of Graduate Studies section of the catalog.

Licensure-Only

The North Carolina Department of Public Instruction issues licenses to teach in the public schools. Individuals who already possess a baccalaureate degree must satisfy individually determined requirements for licensure based on previous study and professional experiences. Candidates must apply to UNCP and must have earned a degree from a regionally accredited college or university. In determining requirements for licensure-only candidates, consideration will be given to alternative means of demonstrating the knowledge and competencies for licensure. Licensure-only students are subject to the same Teacher Education Program admission and continuation regulations as degree-seeking students. Additional information is available from the School of Education.

Licensure-only candidates who have an overall Quality Point Average (QPA) of 2.5 at the time the degree was awarded may request a Plan of Study (POS) that is developed based upon his/her educational background and intended licensure area. Official transcripts from each institution attended must accompany the request. Based upon review of the transcript(s) by the School of Education Licensure Office and the appropriate program coordinator, a Plan of Study is developed. Upon successful completion of the prescribed POS, the student may apply for licensure recommendation from The University of North Carolina at Pembroke.

An In-Focus Plan of Study is for licensure-only students who do not have an overall QPA of 2.5 at the time the degree was awarded. Eligibility requirements for an In-Focus Plan of Study are as follows:

- hold at least a bachelor's degree from a regionally accredited college or university;
- meet the state established scores on Praxis I, SAT, or ACT;
- have an overall grade point average of 3.0 on a minimum of fifteen (15) semester hours of coursework taken at UNCP relative to licensure (professional studies core, content pedagogy, and essential standards);
- complete a Request for a Plan of Study (POS) form;
- submit an official transcript.

To be admitted into the Teacher Education Program, In-Focus students must have:

1. earned a "C" or better in EDN 2100 (Introduction to Education);
2. earned a grade of at least a "C-" ("C" if the course was repeated) in all professional studies core, content pedagogy, and essential standards courses completed at the time of admission;
3. at least a 2.5 cumulative QPA on a 4.0 scale on all prior college/university course work;
4. satisfactorily completed an admission to the Teacher Education Program interview and;
5. completed a Candidate for Professional Licensure (CPL) form.

An alternative to the QPA requirement (#3 above) provides that In-Focus students must have:

- earned a QPA of 3.0 on a minimum of fifteen (15) hours of course work taken at UNCP relative to licensure (professional studies core, content pedagogy, and essential standards courses)

Another option available for licensure-only students is to have a Plan of Study developed by one of North Carolina's Regional Alternative Licensure Centers (RALCs). The Plan of Study includes a list of competency areas that the candidate must fulfill to clear his/her license. Upon completion of the specified requirements, the candidate may be recommended for licensure by the RALC. In order for licensure-only students to take courses at UNCP, the candidate must complete an application, which is available from the School of Education website, www.uncp.edu/soe, or from the School of Education Licensure Office. Candidates who have a Plan of Study through RALC will not be eligible for licensure recommendation from UNC Pembroke. Candidates should contact their Local Education Agency (LEA) when they are ready to clear their license.

Special Resources and Facilities

The Curriculum Laboratory: The Curriculum Laboratory, housed in the Educational Center, is an essential part of the Teacher Education Program. It contains professional and instructional materials supporting all licensure programs in the Teacher Education Program. The Laboratory has textbooks used in P - 12 schools with supporting technological resources, teaching units, North Carolina Standard Course of Study, instructional media and equipment, professional journals, curriculum outlines, Praxis I review materials, and equipment and resources for the construction of instructional materials.

POLICIES AND PROCEDURES APPLICABLE TO UNDERGRADUATE INITIAL TEACHER LICENSURE PROGRAMS

Standards for Undergraduate Initial Teacher Licensure Programs

The Teacher Education Program is designed to prepare all undergraduate candidates to meet or exceed the North Carolina Professional Teaching Standards adopted by the Teacher Education Committee in collaboration with public school partners. The Standards are presented in the UNCP Teacher Education Program Teacher Candidate Handbook, the Teacher Education Policy Manual, the Teacher Education Program Internship Handbook, and the Teacher Education Program website.

Curriculum for Undergraduate Initial Teacher Licensure Programs

The program of study, or curriculum, for undergraduate teacher education majors is comprised of four components: General Education, Essential Standards (major), Professional Studies core, and Content Pedagogy. A fifth component, academic concentration, is required in some programs of study (see following section). The General Education component includes study of the fine arts,

literature, history, philosophy/religion, the social sciences, the natural sciences, mathematics, and physical education. The Essential Standards (major/licensure area) component is designed to provide in-depth understanding, skills, and knowledge specific to the chosen specialty/licensure area. The Professional Studies core component includes study of the historical, social, psychological, and philosophical foundations of education; human growth and development; ethics; learning theories; curriculum; instruction; exceptional, diverse, and at-risk children; content area literacy; and the integration of instructional technology. The Content Pedagogy component is designed to help the candidate learn how to teach content to public school students at the targeted age and grade level. The culminating professional development experience for prospective teachers is the senior internship (student teaching) under the direct supervision of a master teacher in a clinical setting.

Outlines of the requirements for each program area (major) follow and may also be found in the catalog sections for the respective academic departments.

Special Requirement for Undergraduate Initial Teacher Licensure Programs: Academic or Professional Concentration

As required by the Board of Governors of The University of North Carolina, all students seeking a baccalaureate degree in Elementary Education, Physical Education, or Special Education must complete an academic or professional concentration in a basic academic discipline as part of their degree requirements. A student must have a minimum cumulative QPA of 2.0 in academic and professional concentration courses to receive credit for the concentration. The 18-27 hours comprising these academic and professional concentrations have been selected to provide students with a cohesive study of a basic academic discipline. Academic and professional concentrations are available in American Indian Studies, Art, Biology, English, Exercise and Sport Science, Geography, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Reading, Spanish, Special Education, and Sociology. Students may choose a second major of 30 hours in Philosophy and Religion rather than an academic or professional concentration. Academic and professional concentration requirements are listed with the respective department.

Declaration of Major and Advising

As soon as the student decides to major in teacher education, a Declaration of Major Form should be completed, including securing the required signatures, and submitted to the Office of the Registrar in Lumbee Hall. The form is then processed, and an advisor in the chosen program area is assigned. A major advisor is critical to a student's timely and efficient progress through the Teacher Education Program.

Admission to the Teacher Education Program

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. Admission into the University as a student does not automatically satisfy eligibility requirements for admission to the Teacher Education Program. Eligibility for admission into the Teacher Education Program will be determined by regulations current at the time initial application is made for admission into the program.

To be eligible for consideration by the Teacher Education Committee and approved for admission to the Teacher Education Program, each candidate must:

1. Have not more than 9 hours of the General Education requirements remaining.
2. Have earned a "C" (2.0) or better in EDN 2100 (Introduction to Education) or the approved equivalent course.
3. Have earned a grade of at least a "C-" (C if the course was repeated) in all required professional studies core, content pedagogy, and essential standards courses completed at the time of admission, with the exception of EDN 2100, which requires a grade of "C."
4. Have at least a 2.5 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Meet the state established scores on Praxis I, SAT, or ACT. An official copy of the scores

must be sent to UNCP. Students must meet the scores in effect at the time they apply to and qualify for admission to the Teacher Education Program [see next section for details].

6. Satisfactorily complete an admission interview after completing all the above requirements.
7. Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education Licensure Office and on the School of Education website.

Students with disabilities who may require special accommodations should consult the Dean of the School of Education.

Students should apply for admission to the Teacher Education Program when all of the requirements for admission have been met. Applications are available in the School of Education Licensure Office and on the School of Education website. (LIMITED PROGRESSION NOTE: Formal admission to the Teacher Education Program is a prerequisite for enrollment in many professional studies core, content pedagogy, and essential standards courses.)

Students will receive written notification from the School of Education that their application for the Teacher Education Program is approved or disapproved by the Teacher Education Committee. A student is not considered admitted to the Teacher Education Program until such notification is received.

Testing Requirement for Admission to the Teacher Education Program

State law requires that an undergraduate student seeking a degree in teacher education must attain passing scores on a pre-professional skills test prior to admission to an approved teacher education program in a North Carolina college or university. Students seeking admission to the Teacher Education Program must satisfactorily complete the Praxis I Series, which includes subtests in reading, writing, and mathematics, or achieve the state established scores on the SAT or the ACT that allow individuals to be exempt from Praxis I testing requirements. Students must meet the required scores in effect at the time they apply to and qualify for admission to the Teacher Education Program. The School of Education must receive an official copy of the scores before the student may be admitted to the Teacher Education Program. Student copies of scores are not acceptable. For more information about testing requirements or other requirements for admission to the Teacher Education Program, students should contact the School of Education.

Continuation in the Teacher Education Program

If a candidate earns a course grade lower than "C-" in a professional studies core, content pedagogy, and essential standards course; if a candidate's quality point average falls below a 2.5; or if a candidate's application for admission to the Professional Semester of the Teacher Education Program is disapproved for any reason, the candidate is suspended from the Teacher Education Program. Candidates suspended from the program may not continue to progress in the program until the deficiencies are corrected. Required professional studies core, content pedagogy, and essential standards courses in which a grade lower than a "C-" was earned must be repeated and a grade of "C" (2.0) or better must be earned. Upon correction of the deficiencies, candidates suspended from the program must request reinstatement in writing from the School of Education.

Enrollment in the Professional Semester

Enrollment in the Professional Semester is the culminating experience of the UNCP undergraduate Teacher Education Program. To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the professional semester, each candidate must:

1. Be formally admitted to the Teacher Education Program one full semester (excluding summer sessions) prior to the professional semester. (NC Program Standards).
2. Have not more than six (6) hours remaining of degree requirements at the beginning of the professional semester, excluding those required in the professional semester.
3. The remaining hours shall not include professional studies core or content pedagogy courses. If the remaining hours include essential standards courses, the courses must be

approved by the Program Coordinator and the Dean of the School of Education.

4. Upon approval by the Program Coordinator and Dean of the School of Education, the remaining hours taken during the professional semester must be scheduled at the conclusion of the school day, online or during weekends.
5. Have an overall quality point average of 2.5 (on a 4.0 scale) or better as well as a 2.5 or better in the candidate's major field of study.

Two semesters prior to the internship, each candidate must complete the professional semester enrollment packet, including but not limited to the following items:

1. *Advisor's Recommendation for Professional Semester* form signed by the candidate's advisor, program coordinator, and respective department chairperson.
2. *North Carolina Public School Health Examination Certificate* and the *UNCP Health Services Verification* form.
3. *Registrar's Statement and Application for Degree* form.
4. A résumé.

Candidates with disabilities who may require special accommodations during the Professional Semester should contact the Director of University-School Programs.

Candidates will receive written notification from University-School Programs that their enrollment application was approved or disapproved by the Teacher Education Committee. A candidate is not officially enrolled in the Professional Semester until such notification is made AND all University registration procedures are completed.

Removal from an Internship Placement

When all reasonable attempts to rectify an unsatisfactory situation fail, the following options may be considered:

- Change of placement
- Voluntary withdrawal (grade of "W")
- Failure of internship (grade of "F") or involuntary withdrawal (grade of "W")
- Extension of placement (grade of "I")

The Dean of the School of Education selects an appropriate resolution in consultation with the vested parties to include, but not limited to: public school representative(s) from the host school district, the intern's Program Coordinator, the University Supervisor, the Director of University-School Partnerships, and the intern. The vested parties may recommend the assignment of "withdrawal," "fail," or "incomplete" for the internship semester to the professor of record for (a) change of placement, (b) failure or involuntary withdrawal, or (c) extension of placement. The University is in no way obligated to support or accommodate an intern whose conduct violates professional ethics or codes of conduct as defined by the Code of Ethics for NC Educators and the Teacher Education Program Candidate Standards. (See current Student Intern Handbook for additional information.)

Graduation

Students must apply for graduation. Applications, which are available in the Registrar's Office, must be submitted at least two semesters before graduation (April 1st of the year prior is the deadline for December graduation; November 1st of the year prior is the deadline for May graduation). Application for graduation is a University policy, separate from any Teacher Education Program policies and procedures.

Time Limit Policy

Students will have five years from the date of completing course work toward licensure to be recommended by UNCP for initial licensure. After five years have lapsed, a student's program of study will be reviewed and additional course work may be required before a recommendation will be made for initial licensure.

Residency Requirements for Teacher Education Programs

Undergraduate students enrolled in one of the licensure programs in teacher education at UNCP

will complete a minimum of 30 semester hours (2 semesters) of course work at the University prior to enrollment in the professional semester.

Transfer Credit for Professional Education Courses

Upon the review and approval from the School of Education, up to nine (9) hours transfer credit may be granted for education courses. For each course for which transfer credit is sought, the student must furnish an official transcript from the institution at which the course was taken. Transfer credit will be accepted only from two- and four-year colleges and universities with teacher education programs approved by at least one of the following: (1) North Carolina State Board of Education; (2) National Council for the Accreditation of Teacher Education (NCATE); (3) Teacher Education Accreditation Council (TEAC); or (4) appropriate regional accrediting agencies, such as the Southern Association of Colleges and Schools.

UNDERGRADUATE LICENSURE PROGRAMS

NOTE: Students who desire teacher licensure in any one of the programs outlined below should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BACHELOR OF ARTS IN ART EDUCATION (K-12)

Coordinator: Tulla Lightfoot
Location: Department of Art

PROGRAM DESCRIPTION

The program of study in Art Education consists of four curricular components: freshman seminar and general education, the essential standards, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Art Education program is one of 12 teacher education programs offered at UNCP. Art Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Art Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

One goal of the Art Education program is to help prospective art educators develop art insight and technical competence in their chosen area of study as well as groundwork for special interests and needs. Prospective art educators must also demonstrate professional awareness and communication skills concerning their discipline. They must be proficient as art instructors at all grade levels and have a philosophical basis for planning and implementing curricula in a pluralistic society. Students must be able to evaluate art products and procedures and defend their evaluations. More specifically, prospective art educators will:

1. attain a high level of visual literacy of history, criticism, aesthetics and production of art throughout their endeavors of art (art education), beginning to carry out the integration of these four disciplines through the activities of inquiry, production, observation and practice;
2. become familiar with traditional and contemporary art education movements, theories, and

issues, demonstrating knowledge of the fundamental principles and the language of art as part of their art theory instruction;

3. possess a comprehensive and integrated understanding of the visual arts, crafts, and art history;
4. be knowledgeable about the various techniques, materials, and studio procedures of art production and be able to translate those processes into sequentially based curricula for diverse learners;
5. gain knowledge, in the classroom and during field experiences, of the structure, procedures, and processes found in schools as related to the special area of art education;
6. know and understand the developmental stages (both cognitive and affective domains) and be able to structure lessons that are developmentally appropriate; and
7. take an active role in instructional planning, presentation, the uses of instructional technology, and assessment, taking into consideration the diversity of the population.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education	**45**
Essential Standards	**45**
ART 1010 Elements of Design	
ART 1020 Three-Dimensional Design or ART 1050 Introduction to Sculpture	
ART 1110 Ceramics: Introduction to Handbuilding	
ART 1320 Introduction to Drawing	
ART 1330 Introduction to Painting	
ART 1400 Introduction to Printmaking	
ART 1500 Introduction to Digital Arts	
ART 2150 Figure Drawing	
ART 2500 Intermediate Digital Arts	
ART 2080 Survey of Art I	
ART 2090 Survey of Art II	
ART 4031 Professional Art Practices	
ART 4330 Contemporary Art History	
Advanced Studio Concentration – 6 hours	
Professional Studies Core	**12**
EDN 2100 Introduction to Education	
EDN 3130 Content Area Reading	
EDN 3150 Developmental Perspectives of Educational Psychology	
SED 3310 Introduction to the Exceptional Child	
Content Pedagogy	**21**
ART 3050 Art Education in Grades K-6	
ART 3080 Art Education Methods and Field Experience, 6-12	
ART 3090 Cultural Awareness and Production in Art Education	
ART 4000 Art Education Curriculum	
ART 4490 Internship	
Guided Art Electives	**3**
	Total: 126

BACHELOR OF SCIENCE IN BIRTH-KINDERGARTEN EDUCATION (B-K)

Coordinator: Betty Wells Brown

Location: Department of Educational Specialties

PROGRAM DESCRIPTION

The program of study in Birth-to-Kindergarten Education consists of four curricular components: freshman seminar and general education, the professional studies core, the essential standards area, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Birth-to-Kindergarten Education program is one of 12 teacher education programs offered at UNCP. Birth-to-Kindergarten Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Birth-to-Kindergarten Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

NORTH CAROLINA BIRTH-KINDERGARTEN PROGRAM STANDARDS

The goals of the Birth-Kindergarten program are to prepare preservice and inservice Birth-Kindergarten professionals with the knowledge, skills, and dispositions needed to effectively serve infants, toddlers, preschoolers, and their families in diverse settings. Our program is based on the following six standards as established by the North Carolina Department of Public Instruction.

The successful Birth-Kindergarten professional will

1. have a comprehensive knowledge of typical as well as atypical patterns of child development;
2. foster relationships with families that support children's development and learning;
3. build community partnerships in support of children and families;
4. use authentic, ongoing assessment of children's abilities in order to plan, implement, and evaluate programs that build upon each child's unique strengths;
5. create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child's construction of knowledge and provides a strong foundation for lifelong learning;
6. provide an integrated curriculum derived from Infant-Toddler Guidelines, Foundations for Early Learning, and the Kindergarten Standard Course of Study which includes the following areas: emotional/social development; physical development, health, nutrition, and safety; and cognitive development.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Professional Studies Core	9
EDN 2100 Introduction to Education	
ECE 2030 The Developing Young Child	
SED 3310 Introduction to the Exceptional Child	
Essential Standards	24
EDN 2900 Research and Writing in Education	
ECE 2020 Foundations of Early Childhood Education	
ECE 2040 The Child as Teacher	
ECE 2050 Young Children and Families in a Diverse World	
ECE 3110 Behaviors and Environments for Early Childhood Education	

Essential Standards (cont.)
ECE 3120 Community Partnerships with Families and Agencies
ECE 3130 Early Childhood Educators as Leaders
ECE 3140 Health Issues in Birth-Kindergarten Education

Content Pedagogy 30
ECE 4010 Integrated Curricula and Appropriate Practices: Infants and Toddlers
ECE 4020 Integrated Curricula and Appropriate Practices: Preschoolers
ECE 4030 Integrated Curricula and Appropriate Practices: Kindergarteners
ECE 4040 Differentiation, Individualization and Universal Design
ECE 4050 Practicum I
ECE 4060 Assessment Strategies and Application
ECE 4070 Practicum II
ECE 4460 Internship in Birth-Kindergarten Programs
ECE 4750 Professional Seminar for Pre-service Birth-Kindergarten Teachers

Electives **15**

Total: 128

PRESCHOOL ADD-ON LICENSURE

Preschool add-on licensure is available to individuals holding a clear license in Elementary Education, Family and Consumer Sciences, or Special Education. Plans of study, approximately 12-18 hours of coursework, are tailored to meet the needs of individuals with licensure in each of the three areas of study. Consult the School of Education Licensure Office for further details.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Kelly Ficklin

Location: Department of Elementary Education

PROGRAM DESCRIPTION

The program of study in Elementary Education consists of five curricular components: freshman seminar and general education, the essential standards, content pedagogy (methods and internship), the professional studies core, and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Elementary Education program is one of 12 teacher education programs offered at UNCP. Elementary Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Elementary Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Elementary Education program is to guide the professional development of teacher candidates who are morally and ethically committed to the learning, development, and well-being of all elementary children and who possess the knowledge, skills, and dispositions needed to guide the cognitive, social, emotional, and physical development of diverse learners in ways that inspire, engage, and affirm. The specific objectives for elementary education candidates are delineated in the UNCP Teacher Education Program Teacher Candidate Handbook. Briefly, the objectives of the program are

1. to develop a broad, informed worldview sensitive to the values and perspectives of diverse peoples;
2. to acquire the key concepts and tools of inquiry in the science disciplines, the literary disciplines, the social studies disciplines, the physical education and health disciplines, and the arts disciplines;
3. to acquire knowledge of the theories and principles of human growth and development;
4. to understand the major determinants of curriculum in the elementary schools, including the Common Core and Essential Standards;
5. to know how to plan instruction and employ a variety of instructional strategies including technology to meet the needs of diverse learners;
6. to understand the role of assessment in cycles of teaching and learning and to develop the disposition to reflect critically and integrate knowledge and experience into a coherent conceptual framework.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education	**45**
Professional Studies Core	**6**
EDN 2100 Introduction to Education	
SED 3310 Introduction to the Exceptional Child	
Essential Standards	**30**
ELE 2010 Child Development and Cultural Dynamics	
ELE 2020 Health and Wellness Awareness	
ELE 2030 Arts Integration in the Elementary School	
ELE 2900 Research and Writing in Elementary Education	
ELE 4010 Mathematics and Science I	
ELE 4020 Mathematics and Science II	
ELE 4030 Living in a Global Society	
ELE 4040 Literacy and Language Arts I in the Elementary School	
ELE 4050 Literacy and Language Arts II in the Elementary School	
HST 3170 North Carolina History	
Content Pedagogy	**21**
ELE 3010 Differentiated Instruction for Today's Learners	
ELE 3020 Classroom Design and Management	
ELE 3030 Purposeful Assessment for Learning	
ELE 4060 Internship in Elementary Education	
ELE 4070 Professional Seminar in Elementary Education	
Academic or Professional Concentration (The number of hours may vary depending upon student's choice of concentration. Hours may overlap with some General Education courses. The student should plan the concentration in consultation with advisor.)	**18-30**
Guided Electives	**8**
	Total: 128

BACHELOR OF ARTS IN ENGLISH SECONDARY EDUCATION 9-12 CONCENTRATION AND MIDDLE GRADES LANGUAGE ARTS 6-9 CONCENTRATION

Coordinator: Denise Feikema
Location: Department of English, Theatre, and Foreign Languages

PROGRAM DESCRIPTION

The program of study in English Education consists of four curricular components: freshman seminar and general education, the essential standards, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The English Education program is one of 12 teacher education programs offered at UNCP. English Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The English Education program is accredited by the National Council of Teachers of English, the National Council for Accreditation of Teacher Education (NCATE), and the NC State Board of Education.

PROGRAM STANDARDS:

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goals of the UNCP English licensure program are that students will increase their knowledge of and competence in the language arts and will be prepared to become effective teachers in the English classroom and to function as contributing English professionals. The objectives of the program are that students will

1. understand such areas of the English language as historical and developmental perspectives, grammar systems, and dialects/levels of usage;
2. read and respond in various ways to works of American, British, and world literature, including literature by women, minorities, and non-western writers;
3. become acquainted with traditional and contemporary literature appropriate for adolescents and become aware of ways to encourage a variety of reader response to such literature;
4. experience and study both the writing process and written products for diverse purposes and audiences, completing a variety of writing tasks and studying pedagogical techniques appropriate to working with diverse learners;
5. be exposed to materials and methods for teaching reading, writing, speaking, listening, and viewing;
6. practice instructional planning, presentation, and assessment in the field of English, understanding the necessity of critical reflection in the entire instructional process;
7. learn how to use diversity of learners, technology, and community resources as strengths in the English classroom; and
8. gain a sense of professionalism through exposure to positive pedagogical models in their course work, through structured, monitored early field experiences, and through an extended supervised student teaching experience.

Course Requirements—Secondary Education 9-12 Concentration **Sem. Hrs.**
Freshman Seminar and General Education 45(36)*
Essential Standards (*9 semester hours of Foreign Language and 2000-level Literature may count toward General Ed) **40-46**

I. Core Requirements

SPE 2000 Interpersonal Communication or SPE 2010 Fundamentals of Speech
Foreign language competency at the 1320 course level**– 0-6 hours
ENG 2050 World Literature before 1660 or ENG 2060 World Literature after 1660
ENG 2230 American Literature before 1865 or ENG 2240 American Literature since 1865
ENG 2470 British Literature before 1790 or ENG 2480 British Literature after 1790
ENG 3040 Principles of Literary Study
ENG 4570 Shakespeare (fall only)
ENGS 4xxx (numbers vary) Seminar in Literature

II. Additional Required Courses: Select six (18 hrs.) from list below with approval of coordinator/English advisor***:

One 2000-level multicultural course: ENG 2010 Southern Literature, ENG 2020 Contemporary Literature, ENG 2080 Women's Literature, ENG 2090 Literature and Film, ENG 2100 African American Literature, ENG 2180 Asian American Literature, ENG 2190 Latino Literature, ENG 2200 Native American Literature, or ENG 2410 Environmental Literature

No more than two composition/rhetoric courses: ENG 2990 Writing Center Theory and Practice***, ENG 3570 History of Rhetoric, ENG 3580 Professional Writing, ENG 3590 Creative Nonfiction, ENG 3700 Advanced Composition, ENG 4250 African American Rhetorics, and ENGS 4090-4129 Special Topics in Composition and Rhetoric

ENG 3100 The Harlem Renaissance
ENG 3110 Medieval British Literature
ENG 3120 Early Modern British Literature
ENG 3130 The American Renaissance
ENG 3140 American Literature in Transition, 1870-1914
ENG 3150 British Romantic Literature
ENG 3160 Victorian Literature
ENG 3170 Post-Colonial Literature
ENG 3250 Language in Society
ENGS 33xx Special Topics in Literature
ENG 3420 The British Novel
ENG 3430 The American Novel
ENG 3440 Native American Novel
ENG 3460 Aspects of the English Language***
ENG 3470 Native American Poetry
ENG 3540 Modern Drama
ENG 3560 Modernist Fiction
ENG 3660 Modernist Poetry
ENG 3670 Contemporary Fiction
ENG 3680 Contemporary Poetry
ENG 3710 English Grammar***

II. Additional Required Courses (cont.)

One advanced creative writing course: ENG 3740 Writing Poetry II or ENG 3750 Writing Fiction II

ENG 4020 Literary Criticism

ENG 4230, 4240 Special Topics in American English

One ESL course: ENG 4810 Phonetics and Phonology, ENG 4830 Second Language Acquisition, or ENG 4850 Cultural Issues of English as a Second Language

English Education majors will select one 1-hour production course:

ENG 2860 Literary Magazine Production, JRN 1820 Yearbook Production, JRN 1610 Newspaper Production, THE 1620 Play Production****

Professional Studies Core **9**

EPC 2020 Introduction to Education, Ethics, and Professionalism

EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students

EPC 3010 The Psychology of Learning and Development

EPC 3030 Reading Strategies for the 21st Century

Content Pedagogy **21**

EED 3840 Literature and Reading for Adolescents (6-12): Methods and Materials (spring only)

EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)

CSC 4050 Current Topics in Computers in Education (to be taken after EED 3840)

EED 4490 Internship for English/Language Arts in Secondary/Middle Schools (spring only)

EED 4750 Professional Seminar in Secondary/Middle Grades English/Language Arts (spring only)

General Electives **7-13**

Total: 122

**The foreign language requirement may be met by completing 1310 and 1320, by testing into and completing 132 only, or by testing out of both 1310 and 1320.

***English Education majors will select ENG 2990, 3460, and 3710 from the list of additional required courses above.

****The Production courses are offered under multiple course numbers; see departmental listings for additional course numbers that fulfill this requirement.

Course Requirements—Middle Grades Language Arts 6-9 Concentration	**Sem. Hrs.**
Freshman Seminar and General Education	**45(36)***
Essential Standards (*9 semester hours of Foreign Language and 2000-level Literature may count toward General Ed)	**30**

I. Core Requirements

ENG 2050 World Literature before 1660 or ENG 2060 World Literature after 1660

ENG 2230 American Literature before 1865 or ENG 2240 American Literature since 1865

ENG 2470 British Literature before 1790 or ENG 2480 British Literature after 1790

ENG 3040 Principles of Literary Study

I. Core Requirements (cont.)

ENG 3460 Aspects of the English Language
ENG 3710 English Grammar
One 2000-level multicultural course: ENG 2010 Southern Literature, ENG 2020 Contemporary Literature, ENG 2080 Women's Literature, ENG 2090 Literature and Film, ENG 2100 African American Literature, ENG 2180 Asian American Literature, ENG 2190 Latino Literature, ENG 2200 Native American Literature, or ENG 2410 Environmental Literature

II. Additional Required Courses: Select three of the following literature courses: ENG 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3250, 3420, 3430, 3440, 3470, 3540, 3560, 3660, 3670, 3680, or ENGS 33xx; or 2 literature courses from the previous list plus SPE 2000 or SPE 2010 or SPE 3580 or THE 2010

Second Academic Concentration	**18-30**
Professional Studies Core	**12**
EPC 2020 Introduction to Education, Ethics, and Professionalism	
EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students	
EPC 3010 The Psychology of Learning and Development	
EPC 3030 Reading Strategies for the 21st Century	
EDN 3400 Philosophy and Curriculum of Middle Grades	
Content Pedagogy	**21**
EED 3840 Literature and Reading for Adolescents (6-12): Methods and Materials (spring only)	
EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)	
CSC 4050 Current Topics in Computers in Education (to be taken after EED 3840)	
EED 4490 Internship for English/Language Arts in Secondary/ Middle Schools (spring only)	
EED 4750 Professional Seminar in Secondary/Middle Grades English/Language Arts (spring only)	
	Total: 123*

*may be greater depending on Second Academic Concentration

ENGLISH AS A SECOND LANGUAGE ADD-ON LICENSURE

Coordinator: Kay McClanahan

Students can take the 6 courses (18 hours) in the program for either undergraduate or graduate credit and, upon completion of the program, can add on to either the Standard Professional I or "M" license. All courses will be offered in the late afternoon or evening, and the program can be completed within two years.

Course Requirements	**Sem. Hrs.**
ENG 3460 Aspects of the English Language	3
ENG 3710 English Grammar	3
ENG 4810/5810 Phonetics and Phonology	3
ENG 4830/5830 Second Language Acquisition	3
ENG 4850/5850 Cultural Issues of English as a Second Language	3
TESL 4890/5890 Applied Pedagogy of Teaching English as a Second Language	3

BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (9-12, 6-9)

Coordinator: Mary Klinikowski

Location: Department of Mathematics and Computer Science

PROGRAM DESCRIPTION

The program of study in Mathematics Education consists of four curricular components: freshman seminar and general education, the essential standards, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Mathematics Education program is one of 12 teacher education programs offered at UNCP. Mathematics Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Mathematics Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The Mathematics Education program recognizes that teaching mathematics is a complex endeavor. Pre-service teachers of mathematics need to be involved in developing their knowledge, skills, understandings, and dispositions to teach mathematics to diverse learners. The goal of the Mathematics Education program is to prepare effective and professional mathematics teachers who are ready to make positive contributions to the mathematical development of middle and high school students in diverse settings. To accomplish this goal, the Mathematics Education program will

1. provide students with a solid foundation and understanding of mathematics.
2. enable students to appreciate both the aesthetic and practical aspects of mathematics.
3. provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times.
4. provide students with current theories regarding the psychological development of the learner and an understanding of human dynamics found in the home, the school, and the community.
5. demonstrate methods of evaluating student learning, textbooks, the curriculum, educational techniques, and the educational process as a whole.
6. prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others.
7. provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology.
8. stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meeting and in-service programs.

The specific objectives supporting each goal are described fully in the Teacher Education Student Handbook.

Course Requirements—Secondary Concentration (9-12)	**Sem. Hrs.**
Freshman Seminar and General Education*	45
Essential Standards	45
MAT 2210 Calculus I*	
MAT 2220 Calculus II	
MAT 2300 Introduction to Advanced Mathematics	
MAT 2600 Connections in Mathematics I	
MAT 3110 Advanced Euclidean Geometry	
MAT 3150 Linear Algebra I	
MAT 3250 Algebra I	
MAT 3280 Probability and Statistics I	
MAT 3310 Calculus III	
MAT 3330 Discrete Mathematics	
MAT 3600 Connections in Mathematics II	
MAT 4110 College Geometry	
MAT 4310 Real Analysis I	
MAT 4020 A Historical Development of Mathematics	
MAT 4600 Connections in Mathematics III	
CSC 2020 Microcomputer Programming	
Professional Studies Core	
EPC 2020 Introduction to Education, Ethics, and Professionalism	9
EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students	
EPC 3010 The Psychology of Learning and Development	
EPC 3030 Reading Strategies for the 21st Century	
Content Pedagogy	25
MAT 2500 Introduction to Teaching Mathematics in Middle Grades and Secondary Schools	
MAT 3500 Teaching Mathematics with Technology	
MAT 3750 Methods for Teaching Algebra	
MAT 4000 Methods of Teaching Mathematics in Middle Grades and Secondary Schools	
MAT 4490 Internship in Mathematics in the Secondary School	
MAT 4750 Professional Seminar in Secondary Mathematics	
CSC 4050 Current Topics in Computers in Education	
General Electives	3
	Total: 127

*Prospective Mathematics Education majors should start with MAT 1090 as their General Ed. course in mathematics. MAT 1070 & 1080 or MAT 2210 may be used in place of MAT 1090. If MAT 2210 is used for General Ed., an additional advanced mathematics course (3000 or above) is required.

Course Requirements—Middle Grades Concentration (6-9)	**Sem. Hrs.**
Freshman Seminar and General Education*	45
Essential Standards	30
MAT 1070 College Algebra*	
MAT 1080 Plane Trigonometry*	
MAT 2100 Introduction to Statistics*	
MAT 2110 Survey of Geometry	
MAT 2150 Calculus with Applications*	

Essential Standards (cont.)
- MAT 2300 Introduction to Advanced Mathematics
- MAT 2600 Connections in Mathematics I
- MAT 3150 Linear Algebra I
- MAT 3330 Discrete Mathematics
- MAT 3600 Connections in Mathematics II
- MAT 4020 A Historical Development of Mathematics

Second Academic Concentration (Several courses will also count towards General Education requirements.) **18-30**

Professional Studies Core **12**
- EPC 2020 Introduction to Education, Ethics, and Professionalism
- EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students
- EPC 3010 The Psychology of Learning and Development
- EPC 3030 Reading Strategies for the 21st Century
- EDN 3400 Philosophy and Curriculum of Middle Grades

Content Pedagogy **25**
- MAT 2500 Introduction to Teaching Mathematics in Middle Grades and Secondary Schools
- MAT 3500 Teaching Mathematics with Technology
- MAT 3750 Methods for Teaching Algebra
- MAT 4000 Methods of Teaching Mathematics in Middle Grades and Secondary Schools
- MAT 4490 Internship in Mathematics in the Secondary School
- MAT 4750 Professional Seminar in Secondary Mathematics
- CSC 4050 Current Topics in Computers in Education

General Electives **0-4**

Total: 128

* Six hours of essential standards courses will count towards General Education requirements.

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: José Rivera
Location: Department of Music

PROGRAM DESCRIPTION

The program of study in Music Education consists of four curricular components: freshman seminar and general education, the essential standards, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Music Education program is one of 12 teacher education programs offered at UNCP. Music Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Music Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Music Education program is to provide comprehensive training for teachers of vocal and instrumental music. These students will have a solid foundation in the liberal arts and musical experiences which will develop their cultural sensitivity while providing programs and concerts to enrich the cultural life of the university and the community. Specifically, students majoring in Music Education will

1. a) demonstrate a mastery of performance skills in at least one major medium, b) have an adequate level of keyboard proficiency, c) participate in both large and small ensembles, and d) acquire suitable conducting and rehearsal skills;
2. demonstrate both aural and analytical skill encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context;
3. demonstrate the ability to create (compose and improvise) derivative or original music;
4. demonstrate knowledge of music history and literature of both Western and non-Western origin;
5. demonstrate a knowledge of current music technology;
6. demonstrate a thorough knowledge of the North Carolina Standard Course of Study (K-12);
7. demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs; and
8. demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education	45(39)*
Essential Standards—Select one Emphasis (*6 semester hours may count toward General Ed)	63

Vocal Emphasis:

7 hours of a Major Ensemble (at least 4 hours of MUS 1001 University Chorale and up to 3 hours of MUS 1381 Pembroke Singers)
MUS 1810 Class Piano I or MUSP 1021 Private Piano
MUS 1820 Class Piano II or MUSP 1021 Private Piano
MUS 2810 Class Piano III or MUSP 1021 Private Piano
MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass, Percussion, and Strings
MUS 2290 Vocal Methods
MUS 2450 Music Technology
MUS 2540 Introduction to Music Education
MUS 2930[2] World of Music: Classical to the Contemporary Era
MUS 2940[1] World of Music: Antiquity to the Baroque Era
MUS 3970 World of Music: A Global Study
MUS 3290 Conducting
MUS 3301 Rehearsal Strategies
MUS 3340 Orchestration and Arranging
MUS 4040 Senior Recital

Instrumental Emphasis:

1 hour of MUS 1001 University Chorale
7 hours of MUS 1411 or 1161 Concert Band or Orchestra
MUS 1810 Class Piano I or MUSP 1021 Private Piano
MUS 1820 Class Piano II or MUSP 1021 Private Piano
MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass, Percussion, and Strings
MUS 2290 Vocal Methods
MUS 2450 Music Technology
MUS 2540 Introduction to Music Education
MUS 2930[2] World of Music: Classical to the Contemporary Era
MUS 2940[1] World of Music: Antiquity to the Baroque Era
MUS 3970 World of Music: A Global Study
MUS 3290 Conducting
MUS 3301 Rehearsal Strategies
MUS 3340 Orchestration and Arranging
MUS 4040 Senior Recital

Keyboard Emphasis (Vocal Orientation):

4 hours of a Major Ensemble (at least 2 hours of MUS 1001 University Chorale and up to 2 hours of MUS 1381 Pembroke Singers)
MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass, Percussion, and Strings
MUS 2290 Vocal Methods
MUS 2450 Music Technology
MUS 2540 Introduction to Music Education
MUS 2930[2] World of Music: Classical to the Contemporary Era
MUS 2940[1] World of Music: Antiquity to the Baroque Era
MUS 3970 World of Music: A Global Study
MUS 3290 Conducting
MUS 3301 Rehearsal Strategies
MUS 3340 Orchestration and Arranging
3 hours of MUS 3351 Accompanying
MUS 4040 Senior Recital
MUS 4250 Piano Pedagogy

Keyboard Emphasis (Instrumental Orientation):

1 hour of MUS 1001 University Chorale
4 hours of MUS 1411 or 1161 Concert Band or Orchestra
MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass, Percussion, and Strings
MUS 2290 Vocal Methods
MUS 2450 Music Technology
MUS 2540 Introduction to Music Education
MUS 2930[2] World of Music: Classical to the Contemporary Era
MUS 2940[1] World of Music: Antiquity to the Baroque Era

Keyboard Emphasis (Instrumental Orientation) (cont.):
MUS 3970 World of Music: A Global Study
MUS 3290 Conducting
MUS 3301 Rehearsal Strategies
MUS 3340 Orchestration and Arranging
3 hours of MUS 3351 Accompanying
MUS 4040 Senior Recital
MUS 4250 Piano Pedagogy
All students: Applied Music (MUSP) 14 hours

Professional Studies Core 9
EDN 2100 Introduction to Education
EDN 3150 Developmental Perspectives of Educational Psychology
SED 3310 Introduction to the Exceptional Child

Content Pedagogy 17
MUS 4000 Elementary Music Methods and Materials
MUS 4050 Secondary General and Choral Music Education Methods (Vocal Emphasis and Keyboard Emphasis [Vocal Orientation])
MUS 4200 Secondary Instrumental Music Methods (Instrumental Emphasis and Keyboard Emphasis [Instrumental Orientation])
MUS 4750 Professional Seminar for Pre-Service Teachers
MUS 4490 Internship

Total: 128

[1]MUS 2940 fulfills the Fine Arts requirement in General Education.
[2]MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

BACHELOR OF SCIENCE IN HEALTH/PHYSICAL EDUCATION (K-12)

Coordinator: Denny Scruton
Location: Department of Health, Physical Education, and Recreation

PROGRAM DESCRIPTION

The program of study in Health/Physical Education consists of four curricular components: freshman seminar and general education, the essential standards, the professional studies core, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Health/Physical Education program is one of 12 teacher education programs offered at UNCP. Health/Physical Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Health/Physical Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Health/Physical Education program is to enable the prospective physical educator to acquire knowledge of the processes underlying wellness, fitness, health, exercise, and recreation in relationship to educating the physical, mental, and social human. More specifically, the student will

1. learn teaching strategies, curriculum planning, evaluation approaches, and research methods;
2. learn how to meet the individual learning needs of diverse learners, typical or atypical;
3. learn how to adapt the physical education program to the academic, social, and physical developmental needs of diverse K-12 learners;
4. learn the professional literature and how to research that literature;
5. develop affiliations with various professional communities at the local, state, and/or national levels;
6. learn how to select and evaluate curricular materials, select appropriate instructional methods, and use equipment appropriate for different levels and types of physical education instruction.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education*	**45(44)***
Essential Standards	**40**
PED 1010 Wellness and Fitness (meets Gen Ed. Req.)*	
PED 1380 Rhythms and Dance (meets Gen Ed. Req.)*	
PED 2000 Motor Learning and Development	
PED 2040 Adaptive Physical Education	
PED 2060 Nutrition	
PED 2070 Technology Applications in HPER	
PED 3120 PE and Sport in Contemporary Society	
PED 3480 Kinesiology	
PED 3490 Anatomy and Physiology	
PED 4120 Exercise Physiology	
PED 4150 Organization and Administration of Physical Education and Athletics	
PED 4240 Tests and Measurement in Physical Education	
2 1-hour coaching courses	
HLTH 1060 Safety and First Aid	
HLTH 3300 Health Promotion and Fitness Skills	
HLTH 3650 Epidemiology of Human Diseases	
HLTH 3770 Drugs, Society, and Behavior	
HLTH 4100 Health and Fitness Behavior Changes	
HLTH 4700 Planning, Administration, and Evaluation of Programs	
Professional Studies Core	**12**
EDN 2100 Introduction to Education	
EDN 3130 Content Area Reading	
EDN 3150 Developmental Perspectives of Educational Psychology	
SED 3310 Introduction to the Exceptional Child	
Content Pedagogy	**20**
PED 3000 Health/Physical Education Activities for Grades K-3	
PED 3170 Health/Physical Education Activities for Grades 4-6	
PED 3175 Health/Physical Education Activities for Grades 7-9	
PED 3020 Health/Physical Education Activities for Grades 10-12	
PED 4040 Classroom Discipline	

Content Pedagogy (cont.)
PED 4060 Professional Seminar in Health/Physical Education, K-12
EDN 4490 Internship
General Electives 3
Total: 124

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12, 6-9)

Coordinator: Mary Ash
Location: Department of Biology

PROGRAM DESCRIPTION

The program of study in Science Education consists of four curricular components: freshman seminar and general education, the essential standards, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Science Education program is one of 12 teacher education programs offered at UNCP. Science Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Science Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Science Education program is to prepare competent science teachers committed to the development of scientific literacy in diverse secondary school learners. The program helps the prospective science educator integrate the knowledge bases underlying the curricular areas of science into an internal framework of their own through collaboration with peers, university faculty, and public school partners. The prospective science teacher should possess the following characteristics:

1. an understanding of unifying concepts of science and how this knowledge will enable students to deal with personal and social problems intelligently;
2. an understanding of the nature of science and the historical development of scientific thought;
3. an understanding of the interrelationships between science, mathematics, technology, and society;
4. an understanding of how science contributes to the personal development of diverse individuals;
5. an understanding of developmentally appropriate instructional methods and curriculum of science, to include inquiry-based instruction, assessment techniques, and the integration of technology;
6. the communication skills necessary for effective teaching, as well as, the skills necessary for effective classroom management;
7. an understanding of the role of research in science education;

8. an awareness of the importance of incorporating best practices into science classrooms through lifelong professional development;
9. an awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction.
10. the ability to collaborate with colleagues, families, and community members to improve science instruction for all students.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education	**45(33)***
Essential Standards—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	
Biology Concentration (9-12):	**65**
BIO 1000 Principles of Biology & BIOL 1000 Lab Investigation in Biology	
BIO 1010 General Botany	
BIO 1020 General Zoology	
BIO 3040 Principles of Ecology	
BIO 3180 Principles of Genetics	
BIO 3710 Cell Biology	
BIO 4220 Evolution	
Select one (minimum of 3 hours): BIO 3510 Research Strategies; BIO 4310 Biometrics; BIO 4990 Research in Biology; or BIOS 3xxx Special Topics in Biology	
MAT 1070 College Algebra or MAT 1090 Precalculus	
MAT 2150 Calculus with Applications	
CHM 1300 & 1100 General Chemistry I and lab	
CHM 1310 & 1110 General Chemistry II and lab	
CHM 2500 Organic Chemistry I	
GLY 1150 Earth Science and GLYL 1150 Lab	
GLY 1250 Earth History and GLYL 1250 Lab	
PHY 1500 & 1560 College Physics I and lab	
PHY 1500 & 1570 College Physics II and lab	
Chemistry Concentration (9-12):	**65**
CHM 1300 & 1100 General Chemistry I and lab	
CHM 1310 & 1110 General Chemistry II and lab	
CHM 2260 Elementary Inorganic Chemistry	
CHM 2270 Analytical Chemistry	
CHM 2500 Organic Chemistry I	
CHM 2510 Organic Chemistry II	
CHM 3110 Biochemistry	
CHM 3120 Experimental Methods in Biochemistry	
Select one (minimum of 3 hours): CHM 3990 Research in Chemistry or CHMS 4xxx Special Topics in Chemistry	
MAT 2210 Calculus I	
MAT 2220 Calculus II	
BIO 1000 Principles of Biology & BIOL 1000 Lab	
BIO 1010 General Botany or BIO 1020 General Zoology	
GLY 1150 Earth Science and GLYL 1150 Lab	
GLY 1250 Earth History and GLYL 1250 Lab	
PHY 1500 & 1560 College Physics I and lab	
PHY 1510 & 1570 College Physics II and lab	
Guided Electives – 2 hours	

Earth Science Concentration (9-12): 65

GLY 1000 Physical Geology and GLYL 1000 Lab or
GLY 1150 Earth Science and GLYL 1150 Lab
GLY 1250 Earth History and GLYL 1250 Lab
GLY 2260 Oceanography
GLY 2460 Weather and Climate
GLY 2620 Environmental Geology
GLY 3100 Minerals and Rocks and GLY 3110 Lab
GLY 3250 Paleontology
PHS 1560 Astronomy
Select two: GLY 3660 Geomorphology; GLY 4250 Stratigraphy and Sedimentology; GLYS 4xxx Special Topics in Geology
MAT 1090 College Algebra and Trigonometry
CHM 1300 & 1100 General Chemistry I and lab
CHM 1310 & 1110 General Chemistry II and lab
CHM 2500 Organic Chemistry I
BIO 1000 Principles of Biology & BIOL 1000 Lab
BIO 1010 General Botany or BIO 1020 General Zoology
PHY 1500 & 1560 College Physics I and lab
PHY 1510 & 1570 College Physics II and lab

Physics Concentration (9-12): 65

PHY 2000 University Physics I & PHY 2060 Univ. Physics Lab I
PHY 2010 University Physics II & PHY 2070 Univ. Physics Lab II
PHY 2180 Optics
PHY 2560 Modern Physics
PHY 3000 Classical Mechanics
PHY 3200 Electricity
PHY 3260 Heat and Temperature
PHY 4000 Quantum Mechanics
PHY 4200 Advanced Laboratory I
Guided Electives – 1 hour
MAT 2210 Calculus I
MAT 2220 Calculus II
MAT 3320 Differential Equations
BIO 1000 Principles of Biology & BIOL 1000 Lab
GLY 1150 Earth Science and GLYL 1150 Lab
BIO 1010 General Botany or BIO 1020 General Zoology
CHM 1300 & 1100 General Chemistry I and lab
CHM 1310 & 1110 General Chemistry II and lab
PHS 1560 & 1570 Astronomy and Astronomy Lab

Middle Grades Science (6-9) Concentration: 65

BIO 1000 & 1000L Principles of Biology and Lab
BIO 1030 Basic Human Biology
BIO 3040 Principles of Ecology
GLY 1150 & 1150L Earth Science and Lab
GLY 1250 & 1250L Earth History and Lab
CHM 1300 & 1100 General Chemistry I and lab
PHY 1500 & 1560 College Physics I and lab
PHS 1560 & 1570 Astronomy and Astronomy Lab
MAT 1070 College Algebra
MAT 2100 Introduction to Statistics

Middle Grades Science (6-9) Concentration (cont.):
Completion of a second Academic or Professional Concentration
Select one from the following: American Indian Studies, American Studies, Art, Biology, English, Exercise and Sport Science, Geography, Geology, History, Mathematics, Music, Physics, Psychology, Reading, Sociology, Spanish, or Special Education
Guided Electives – 1-7 hours**

Professional Studies Core **9**
EPC 2020 Introduction to Education, Ethics, and Professionalism
EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students
EPC 3010 The Psychology of Learning and Development
EPC 3030 Reading Strategies for the 21st Century

Content Pedagogy **21-24**
SCE 3000 Early Experiences for Prospective Teachers
SCE 3010 Early Laboratory Experiences for Prospective Science Teachers
SCE 3500 The Teaching of Science in the Middle Grades (required for the 6-9 concentration) **or** SCE 4000 Teaching Science in the Secondary School (required for the 9-12 concentrations)
CSC 4050 Current Topics in Computers in Education
SCE 4490 Internship in Science in Middle/Secondary Schools
SCE 4750 Professional Seminar in Middle/Secondary Science
EDN 3400 Philosophy and Curriculum of Middle Grades Education (required only for the 6-9 concentration)

Total: 128

**The number of elective hours required in the Middle Grades Science Concentration will be determined based on the student's second academic concentration. 128 hours are required for the degree.

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12, 6-9)

Coordinator: Jeffrey K. Lucas
Location: Department of History

PROGRAM DESCRIPTION

The program of study in Social Studies Education consists of four curricular components: freshman seminar and general education, the essential standards, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach secondary or middle grades social studies in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Social Studies Education program is one of 12 teacher education programs offered at UNCP. Social Studies Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Social Studies Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Social Studies Education program is to educate effective, professional social studies teachers who have a solid foundation in the liberal arts; an academic major in history and a strong concentration in the social sciences; and the skills and attitudes essential for preparing middle grades and secondary school students for responsible citizenship in a multicultural, democratic society and an interdependent world. Teaching social studies, which includes "the entirety of human experience," requires that students

1. know the major periods of United States, North Carolina, World, European, African, Asian, and Latin American history and identify the basic political, social, economic, cultural, and geographical themes of each period;
2. recognize the influence of each civilization upon the world and acknowledge the European heritage of significant United States institutions;
3. situate significant current events within an historical framework and recognize their interrelatedness;
4. understand the nature, content, and concepts of the social science disciplines (Anthropology, Economics, Geography, Political Science, and Sociology) and apply social science concepts to the study of individuals, societies, and institutions;
5. develop constructive attitudes toward diversity, pluralism, change, conflict, and uncertainty;
6. understand the historical and contemporary place of Social Studies in public education, with particular attention to the current North Carolina Social Studies curriculum, and become familiar with recent trends and their significance for social studies educators;
7. formulate appropriate objectives and utilize a variety of effective instructional strategies, resources, and assessment techniques which are designed to develop the skills of inquiry, decision-making, problem solving, and critical thinking;
8. develop classroom management skills consistent with current professional standards, respect for all individuals, fairness, and a positive classroom climate;
9. exhibit a working knowledge of instructional technology and the ability to integrate appropriate Computer Based Instructional resources and strategies into social studies instruction;
10. complete a sequenced program of field experiences and professional activities that develop a respect for the profession, a sense of individual competence, and an appreciation for continual reflective practice, collaboration, and professional development.

Course Requirements for secondary and middle grades teacher candidates	**Sem. Hrs.**
Freshman Seminar and General Education*	**46(28)***
Essential Standards (*18 semester hours of Social Sciences and History may also count toward General Ed)	**60**
Basic History	
HST 1010 American Civilizations to 1877	
HST 1020 American Civilizations since 1877	
HST 1140 World Civilizations to 1500	
HST 1150 World Civilizations since 1500	
Seminar in History	
HST 3000 Introduction to the Study of History	
Advanced History (all must be at the 3000 or 4000 level)	
HSTS 4xxx Topics in History or HST 4510 Senior Seminar	
United States & Canadian History - 6 hours	
HST 3170 North Carolina History	
Asian, African & Latin American History – 6 hours	
European History – 6 hours	

Essential Standards (cont.)
Social Sciences
ECN 1000 Economics of Social Issues
SOC 2090 Social Problems or PSY 1010 Introductory Psychology
SOC 1050 Introduction to Cultural Anthropology
GGY 1010 Principles of Geography, or GGY 1020 World Regional Geography, or GGY 2000 Cultural Geography
PLS 1010 Introduction to American National Government
Social Science Guided Electives – 6 hours

Professional Studies Core **12**
EDN 2100 Introduction to Education
EDN 3130 Content Area Reading
EDN 3140 Aspects of Human Development and Educational Psychology
SED 3310 Introduction to the Exceptional Child

Content Pedagogy **24**
SSE 3000 Introduction to Teaching Social Studies
SSE 3650 Content and Techniques of Social Studies
SSE 4000 Methods of Teaching Social Studies
SSE 4480 Internship in Social Studies in the Secondary School
SSE 4490 Professional Seminar in Middle/Secondary Social Studies
CSC 4050 Current Topics in Computers in Education

General Electives **4**

Total: 128

BACHELOR OF ARTS IN SPANISH WITH TEACHER LICENSURE (K-12)

Coordinator: Ana Cecilia Lara
Location: Department of English, Theatre, and Foreign Languages

PROGRAM DESCRIPTION

The B.A. in Spanish with Teacher Licensure program consists of four curricular components: freshman seminar and general education, the essential standards, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Spanish licensure program is one of 12 teacher education programs offered at UNCP. Spanish licensure candidates are subject to Teacher Education Committee Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Spanish licensure program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

1. Students who complete a major in Spanish will acquire
   - A broad, balanced, and practical knowledge and understanding of Spanish language through the four skills of reading, writing, speaking, and listening and through advanced grammar, composition, and conversation;
   - A comprehensive knowledge of Peninsular and Spanish-American literature, culture, and civilization.
2. Students who complete a major in Spanish will acquire the ability and skills to
   - Demonstrate near fluency or fluency in reading, writing, speaking, and comprehending Spanish;
   - Converse in everyday situations and also use professional language;
   - Write effectively in a clear, standard Spanish about a variety of topics;
   - Listen to, understand, and identify varieties of Spanish spoken in the Hispanic world;
   - Read and comprehend a variety of texts.
3. Students who complete a major in Spanish will develop appropriate dispositions to
   - Participate in entry-level positions requiring knowledge of the Spanish language;
   - Enroll in and complete graduate school successfully;
   - Work with the Hispanic community throughout their productive lives;
   - Have an enhanced appreciation for all aspects of Spanish, including historical and contemporary issues;
   - Have an enhanced appreciation for people of Hispanic backgrounds;
   - Recognize the importance of formal language study for use and more effective competition in the global marketplace, whether in schools, in medical and social services, or in corporate business.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education*	45(39)*
Essential Standards (*0-6 semester hours of Spanish may also count toward General Ed)	39-40
SPN 2310 and 2320 Intermediate Spanish I, II or SPN 2330 Spanish for Heritage Speakers	
Pronunciation Proficiency—May be met with a P grade in SPN 2990 or through Pronunciation Proficiency Validation by Department Chair	
SPN 3110 Spanish Composition and Review of Grammar	
SPN 3120 Spanish Conversation	
SPN 3150 Analytical Skills and Critical Aspects of Spanish	
SPN 3200 Literary Analysis and Criticism in Spanish	
SPN 3700 Advanced Grammar and Composition	
Six courses from those listed below (at least one 4000-level literature course is required):	
SPN 3210 Survey of Spanish-American Literature I	
SPN 3220 Survey of Spanish-American Literature II	
SPN 3310 Survey of Literature of Spain I	
SPN 3320 Survey of Literature of Spain II	
SPN 3360 History of the Spanish Language	
SPN 3510 Study Abroad	
SPN 3610 Civilization and Culture of Spanish America	
SPN 3620 Civilization and Culture of Spain	

Essential Standards (cont.)
SPN 3710 Business Spanish
SPN 4130 Topics in Colonial Spanish-American Literature
SPN 4140 19th Century Spanish-American Literature
SPN 4150 Contemporary Spanish-American Literature
SPN 4230 Topics in Medieval, Renaissance, and Golden Age Literature
SPN 4240 19th Century Literature of Spain
SPN 4250 Contemporary Literature of Spain
SPN 4550 Directed Study in Spanish
SPN 4700 Introduction to Spanish Linguistics
SPNS 4xxx Special Topics in Hispanic Studies

Professional Studies Core 12
EDN 2100 Introduction to Education
EDN 3130 Content Area Reading
EDN 3150 Developmental Perspectives of Educational Psychology
SED 3310 Introduction to the Exceptional Child

Content Pedagogy 19
SPN 3010 Early Laboratory Experiences for Prospective Spanish Teachers
SPN 4400 Methods of Teaching Spanish
SPN 4480 Professional Seminar for Pre-Service Teachers
SPN 4490 Internship for Spanish Education
CSC 4050 Current Topics in Computers in Education

General Electives 4-5

Total: 121

BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: Marisa Scott
Location: Department of Educational Specialties

PROGRAM DESCRIPTION

The programs of study in Special Education consist of five curricular components: freshman seminar and general education, the professional studies core, the essential standards area, content pedagogy (methods and internship), and content area focus. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Special Education program in General Curriculum is one of 12 teacher education programs offered at UNCP. Special Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Special Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Special Education Program is to prepare effective and qualified professionals that provide research-validated instruction and behavior supports to maintain at grade level students with disabilities who are enrolled in the North Carolina Standard Course of Study. The following are the objectives for the undergraduate Special Education Program.

The effective and qualified pre-service special educator

1. acquires basic skills, knowledge, and attitudes in a wide variety of disciplines including the arts and the humanities, natural sciences and mathematics, and the social sciences.
2. develops the ability to analyze.
3. experiences a interdisciplinary curriculum which emphasized the interrelationship of the culture, research and practices deemed appropriate and necessary in educational and social settings.
4. completes an Academic or Professional Concentration (Reading is suggested) of sufficient depth and breadth to complement and strengthen their overall program of studies and area of specialization.
5. acquires knowledge and understanding of human growth and development; foundations of education; the purpose, organization, and administration of the schools; the teaching-learning process; positive behavior supports; collaboration with general education teachers; curriculum; and methodology.
6. demonstrates necessary competencies through systematic field experiences at both the elementary and secondary level, and a culminating and comprehensive student teaching internship.
7. develops a broad background in the various categories of exceptional, diverse, and at-risk students, and demonstrates special skills in teaching students with mild disabilities across various content areas and ages; and in various settings.
8. demonstrates appropriate communication skills and a professional attitude for collaboration with parents, school personnel, and other related professionals.
9. demonstrates a diagnostic-prescriptive orientation toward instruction and behavior intervention, and is able to offer intensive and explicit individual and small group instruction.
10. provides leadership in implementing special education procedures and policies.
11. experiences, through personal investigation and growth, increased self-actualization, and in turn, foster self-worth and confidence through positive interaction with learners who have mild disabilities.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education	45
Professional Studies Core	15
EDN 2100 Introduction to Education	
EDN 3130 Content Area Reading	
EDN 3150 Developmental Perspectives of Educational Psychology	
RDG 2000 Foundations of Reading and Language Acquisition	
SED 3310 Introduction to the Exceptional Child	
Essential Standards	24
EDN 2900 Research and Writing in Education	
SED 3040 Working with Families of Diverse Students with Disabilities	
SED 3110 Assistive Technology	
SED 3320 Special Education Law, Policies, and Procedures	
SED 3330 Teaching Students Who Need Adaptive or Functional Curricula	
SED 3350 Assessment of Students with Mild/Moderate Disabilities	

Essential Standards (cont.)

SED 4030 Collaboration in School and Community for School Professionals

SED 4250 Transition Planning for Students with Disabilities

Content Pedagogy **27**

SED 3340 Instructional Strategies for Students With Mild to Moderate Disabilities

SED 4310 Discipline and Classroom Management

SED 4320 Classroom Considerations and the IEP for Special Education Students

SED 4330 Diagnosing and Remediating Mathematics Problems

SED 4340 Diagnosing and Remediating Reading and Writing Problems

SED 4360 Professional Seminar for Special Education Teacher Candidates

SED 4960 Internship for Special Education Teacher Candidates

Content Area Option (13-16 depending upon selection) **13-16**

Special Education majors are required to select one of the three (3) content areas:

English Language Arts/ELA Content Area (15 hours)

ENG 3460. Aspects of the English Language (3); ENG 3710. English Grammar (3); RDG course (3); RDG 3100. Teaching with Children's Literature (3); RDG 3200. Diagnosis and Remediation of Reading Difficulties (3)

Mathematics Content Area (13-15 hours)

MAT 1070. College Algebra (3)/MAT 1080. Plane Trigonometry (3) OR MAT 1090. Precalculus (4); MAT 1080. Plane Trigonometry (3); MAT 2110. Survey of Geometry (3); MAT 2210. Calculus I (4); MAT 2500. Introduction to Teaching Mathematics in Middle and Secondary Schools (2)

Science Content Area (16 hours)

PHS 1100. Physical Science I (3); PHS 1110. Physical Science II (3); GLY 1150. Earth Science (3); SCE 3000. Early Experiences for Prospective Science Teachers (1); SCE 3010. Early Laboratory Experiences for Prospective Science Teachers (3); SCE 3500. The Teaching of Science in the Middle Grades (3)

Total: 124-127

ACADEMICALLY AND INTELLECTUALLY GIFTED (AIG) EDUCATION ADD-ON LICENSURE

Coordinator: Karen Granger

Location: Department of Educational Specialties

This program is designed to lead to North Carolina add-on licensure in Education of the Academically or Intellectually Gifted (AIG), K-12. This add-on licensure program requires 12 semester hours of study beyond licensure in an academic content area or grade level. The required courses for the AIG Licensure program at UNCP will be delivered in online and/or hybrid formats. Upon completion of the program, students can add this area to either the Standard Professional I or "M" license. A valid North Carolina Teaching License and a Plan of Study from the School of Education are required.

Course Requirements	Sem. Hrs.
SED 3050 Introduction to Gifted Education	3
SED 4060 Differentiating Instruction for the Gifted	3
SED 4830 Methods and Models of Gifted Education	3
SED 4840 Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students	3
	Total: 12

ELEMENTARY EDUCATION

Chair: Karen L. Stanley[1]

Irene Aiken
Ashley D. Hope
Joseph Sciulli
Rebecca Berdeau
Emily R. Long
Kelly Ficklin[2]
Lisa Mitchell

[1]Director, Elementary Education Graduate Program
[2]Coordinator, Elementary Education Undergraduate Program

The Department of Elementary Education offers the Bachelor of Science degree in Elementary Education. The Elementary Education program is one of 12 teacher education programs offered at UNCP. The program is designed to (1) provide experiences for candidates to develop the content knowledge necessary to be a successful teacher in the Kindergarten-Grade 6 learning environment, as noted by the North Carolina Teaching Content Standards; (2) provide candidates with experiences in pedagogical content knowledge, as noted by the North Carolina Professional Teaching Standards; and (3) provide experiences whereby candidates develop into professional educators who are committed, collaborative, and competent, as noted in the UNCP School of Education Conceptual Framework.

It is our desire that the Elementary Education graduates will motivate and engage their Kindergarten-Grade 6 students in active learning and that they will inspire them to become lifelong learners. This program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and North Carolina State Board of Education and provides the means for candidates to earn a Standard Professional I license to teach in the state of North Carolina.

At the graduate level, the department offers the M.A.Ed. degree in Elementary Education. The mission of the master's program in Elementary Education is to prepare the experienced teacher for full participation in the profession as leader, researcher, and master practitioner. The master's program is designed to promote both teacher autonomy and interdependence through inquiry, reflection, and practice. Teacher educators are encouraged to collaborate on ways to enhance their professional lives, improve learning and well-being of their students, the teaching and learning environments of their schools, and their collaborative relationships with diverse families and communities. The program is offered for practicing teachers who hold a Standard Professional I teaching license. Two years of full-time teaching experience is recommended, but not required.

Each Elementary Education major or licensure candidate is assigned an advisor who helps the student plan and approves his or her program of study. Additional information about the elementary education department is available on the department's web page, accessible through the School of Education's website.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Kelly Ficklin

Upon successful completion of the program of study in Elementary Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	**45**
Professional Studies Core	**6**
EDN 2100, SED 3310	
Essential Standards	**30**
ELE 2010, 2020, 2030, 2900, 4010, 4020, 4030, 4040, 4050	
HST 3170	

Content Pedagogy ELE 3010, 3020, 3030, 4060, 4070	**21**
Academic or Professional Concentration (The number of hours may vary depending upon student's choice of concentration. Hours may overlap with some General Education courses. The student should plan the concentration in consultation with advisor.)	**18**
Guided Electives	8
	Total: 128

COURSES

ELEMENTARY EDUCATION (ELE)

ELE 2010. Child Development and Cultural Dynamics

This course focuses on conceptualizing the profession of teaching through the specific development, nurturing relationships and shared responsibility of educating children at the elementary school. Establishing ways in which learning takes place in elementary settings for the appropriate levels of intellectual, physical, social, and emotional development of elementary students. Through this course, students will prepare to build partnerships with all segments of the school culture including parents, school and the community with effective family and community involvement. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 Grade Point Average

ELE 2020. Health and Wellness Awareness

A hands-on approach relating health and wellness awareness to teaching in 21st century classrooms and schools. Focused on the methods, media, materials and techniques used in elementary schools to establish relationships between students' healthful and active choices to potential learning in the elementary grades. Concurrent enrollment in Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education

ELE 2030. Arts Integration in the Elementary School

Methods, media, materials and techniques for integrating the arts in daily classroom instruction will be investigated through the 21st century teaching and learning skills including discovery, imagination, innovation, exploration, reflection, and evaluation. Collaborative techniques will be connected to elementary teaching through Music, Visual Arts, Theatre Arts, Movement and Dance. Concurrent enrollment in Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education

ELE 2900. Research and Writing in Elementary Education

This course is an introduction to writing in the field of elementary education with an emphasis on formulation and execution of researchable topics within required content disciplines. The course is designed to help students master competencies related to in-depth research, content knowledge, communication, and composition, including the use of current technologies. Credit: 3 semester hours; PREREQ: ENG 1050 and ENG 1060; 2.0 GPA.

ELE 3010. Differentiated Instruction for Today's Learners

Classroom content area design and management strategies for individual differences and exceptionalities that focus on ways teachers use ongoing differentiated instruction to create a responsive classroom learning community. Course emphasis will be engaging students in multisensory approaches to promote skills and strategies for self-directed life-long learning. Concurrent enrollment in Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education

ELE 3020. Classroom Design and Management

Students will explore best practices of effective classroom design and management, organization and time management, and how to establish a productive classroom climate. There will be an empha-

sis on increasing student motivation in diverse classroom settings, building positive student-teacher relationships, behavior management, and effective parent and community partnerships. Credit: 3 semester hours; Concurrent Enrollment in Field Experience Required. PREREQ: Admission to Teacher Education.

ELE 3030. Purposeful Assessment for Learning

This course is designed to introduce students to current national, state, and local classroom assessment data practices and alignment of practices with desired classroom and student outcomes. Students will learn how to make data-driven decisions through selection of appropriate assessment instruments, observing and recording data, analyzing test scores and performance, interpreting data, and creating accommodations and plans for remediation of diverse learners. Credit: 3 semester hours; PREREQ: Admission to Teacher Education.

ELE 4010. Mathematics and Science I

A course designed to help students further develop their understanding of the mathematics and science curriculum and processes in grades K-2. Special emphasis will be placed on the integration of math and science, as well as, the use of technology and manipulatives. Students will design and implement developmentally appropriate methodology for teaching to be demonstrated through both individual and group field experiences. Concurrent enrollment in Field experience required. Credit, 3 semester hours. PREREQ: ELE 2010 and Admission to Teacher Education

ELE 4020. Mathematics and Science II

A course designed to help students further develop their understanding of the mathematics and science curriculum and processes in grades 3-6. Special emphasis will be placed on the integration of math and science, as well as, the use of technology and manipulatives. Students will design and implement developmentally appropriate methodology for teaching to be demonstrated through both individual and group field experiences. Concurrent enrollment in Field experience required. Credit, 3 semester hours. PREREQ: Successful completion of ELE 4010 and Admission to Teacher Education

ELE 4030. Living in a Global Society

A comprehensive course covering the K-6 social studies curriculum, including: developing best teaching practices for delivering social studies content, while addressing different learning styles, meeting the needs of diverse learners, and strategies for differentiating instruction within standards-based social studies instruction. All sections of EDN 4030 will be in hybrid format with some classes online and some face-to-face. Concurrent enrollment in Field experience required. Credit, 3 semester hours. PREREQ: ELE 2010, and admission to Teacher Education Program.

ELE 4040. Literacy and Language Arts I in the Elementary School

A comprehensive study of the foundation of language arts in the elementary school that fosters developmentally appropriate reading, writing, speaking, listening, viewing and responding skills in 21st century classrooms and schools. Early literacy methods that include instructional strategies for reading development, language arts assessments K-6 and literacy processes addressing diverse learners that facilitate continuous growth in the language arts. Concurrent enrollment in Field experience required Credit, 3 semester hours. PREREQ: ELE 2010 and Admission to Teacher Education Program.

ELE 4050. Literacy and Language Arts II in the Elementary School

An in depth study of literacy processes in the elementary school that fosters developmentally appropriate reading, writing, speaking, listening, viewing and responding skills implementing research based strategies that are integrative across content areas and instructional modalities in 21st century classrooms and schools. Advanced literacy methods of transactive processes that include the learner, the text, the learning goal, and the context in which learning occurs. Concurrent enrollment in Field experience required. Credit, 3 semester hours. PREREQ: ELE 4040 and Admission to Teacher Education Program.

ELE 4060. Internship in Elementary Education

A highly interactive semester long full time internship experience in a public school elementary K-6 classroom. Pass/Fail grading. Credit, 9 sem. hrs. PREREQ: Admission to the Professional Semester

ELE 4070. Professional Seminar in Elementary Education

A seminar designed to parallel the full semester internship experience involving candidates in a professional learning community. Teacher candidates will implement, and evaluate an integrated unit of study and assessment plan designed to meet the needs of 21st century learners in a K-6 public school setting. They will implement, evaluate and reflect on outcomes for individuals, groups and the class. Teacher candidates will document on-going self-evaluation and reflections. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

GRADUATE COURSES

For complete information about programs and courses leading to the Master of Arts in Education (M.A.Ed.), see School of Graduate Studies.

EDUCATIONAL SPECIALTIES

Chair: Betty Wells Brown[1]

Dorea Bonneau
Kelly Ficklin
Gretchen Robinson
Laura Staal
Melody Chuang
Zoe W. Locklear[4]
Marisa Scott[2]
Irina Falls
Frankie Denise Powell
Kimberly Dial Sellers[3]

[1]Coordinator, Birth-Kindergarten Education Program
[2]Coordinator, Special Education Program
[3]Director, Reading Education Graduate Program
[4]Director/Coordinator, Middle Grades Education Program

The Department of Educational Specialties offers the Bachelor of Science degree in Birth-Kindergarten Education and Special Education.

Undergraduate programs in the School of Education prepare committed, collaborative, and competent professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who provide leadership in the classroom, school, and profession. These programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education and provide the means for candidates to earn a Standard Professional I license to teach in the state of North Carolina.

At the graduate level, the department offers the Master of Arts in Education (M.A.Ed.) degree in Reading Education. The M.A.Ed. is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. must be licensed in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services. The M.A.Ed. in Reading Education is organized around four major standards established by the International Reading Association (IRA) for Master's level literacy specialists.

The School of Education offers a well-articulated series of courses in educational theory and practice. Faculty provide students with careful advising and supervision as they progress through their program of study.

BACHELOR OF SCIENCE IN BIRTH-KINDERGARTEN EDUCATION (B-K)

Coordinator: Betty Wells Brown

Upon successful completion of the program of study in Birth-Kindergarten Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	**45**
Professional Studies Core	**9**
EDN 2100, SED 3310, ECE 2030	
Essential Standards	**24**
ECE 2020, 2040, 2050, 3110, 3120, 3130, 3140	
EDN 2900	
Content Pedagogy	**35**
ECE 4010, 4020, 4030, 4040, 4050, 4060, 4070, 4460, 4750	
Electives	**15**
	Total: 128

BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: Marisa Scott

Upon successful completion of the program of study in Special Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education	45
Professional Studies Core	15
EDN 2100, 3130, 3150, SED 3310, RDG 2000	
Essential Standards	24
SED 3040, 3110, 3320, 3330, 3350, 4030, 4250	
EDN 2900	
Content Pedagogy	27
SED 3340, 4310, 4320, 4330, 4340, 4360, 4960	
Content Area Option (13-16 depending upon selection)	13-16
Special Education majors are required to select one of the three (3) content areas:	
English Language Arts/ELA Content Area (15 hours)	
ENG 3460. Aspects of the English Language (3); ENG 3710. English Grammar (3); RDG course (3); RDG 3100. Teaching with Children's Literature (3); RDG 3200. Diagnosis and Remediation of Reading Difficulties (3)	
Mathematics Content Area (13-15 hours)	
MAT 1070. College Algebra (3)/MAT 1080. Plane Trigonometry (3) OR MAT 1090. Precalculus (4); MAT 1080. Plane Trigonometry (3); MAT 2110. Survey of Geometry (3); MAT 2210. Calculus I (4); MAT 2500. Introduction to Teaching Mathematics in Middle and Secondary Schools (2)	
Science Content Area (16 hours)	
PHS 1100. Physical Science I (3); PHS 1110. Physical Science II (3); GLY 1150. Earth Science (3); SCE 3000. Early Experiences for Prospective Science Teachers (1); SCE 3010. Early Laboratory Experiences for Prospective Science Teachers (3); SCE 3500. The Teaching of Science in the Middle Grades (3)	
	Total: 124-127

PROFESSIONAL CONCENTRATIONS

For students seeking a baccalaureate degree in Elementary Education, Physical Education, or Special Education, an academic/professional concentration is required. Students seeking a baccalaureate degree in Middle Grades Education must complete an academic or professional concentration, in addition to one teaching specialty area, as part of their degree requirements. Although the Board of Governors of The University of North Carolina discontinued the requirement for an academic concentration for Special Education majors, the UNCP Teacher Education Program continues to require an academic concentration for degree seekers in this major. Areas of concentration are offered through the School of Education and through academic departments in the College of Arts and Sciences. The School of Education offers professional concentrations in Reading and Special Education.

PROFESSIONAL CONCENTRATION – Reading (18 hours)

Requirements for a Professional Concentration in Reading	Sem. Hrs.
Foundations Course:	3
RDG 2000 Foundations of Reading and Language Acquisition	
Evaluation, Intervention, and Diagnosis	6
RDG 3200 Diagnosis and Remediation of Reading Difficulties	
RDG 3300 Reading Practicum	
Content	6
*ELE 4050 Literacy and Language Arts in the Elementary School II	
*EDN 3130 Content Area Reading	
Literacy and Literature	3
RDG 3100 Teaching with Children's Literature	
	Total: 18

*Course requires admission to the Teacher Education Program.

NOTE: In order to achieve "Highly Qualified" status, a total of 24 hours must be taken. Additional hours may be taken from the following: ENG 3460, 3710, 4810, 4830, or 4850

PROFESSIONAL CONCENTRATION – Special Education (18 hours)

Requirements for a Professional Concentration in Special Education	Sem. Hrs.
Required courses:	
SED 3110 Assistive Technology	
SED 3320 Special Education Law, Policies, and Procedures	
SED 3340 Instructional Strategies for Students with Mild to Moderate Disabilities	
SED 3350 Assessment of Students with Mild to Moderate Disabilities	
*SED 4310 Discipline and Classroom Management	
*SED 4320 Classroom Considerations and the IEP for Special Education Students	
	Total: 18

*Course requires admission to the Teacher Education Program.

COURSES

BIRTH TO KINDERGARTEN (ECE)

ECE 2020. Foundations of Early Childhood Education

This course is designed to introduce students to the field of early childhood education. Topics include the history, theories, and approaches of early childhood education, professional roles and expectations, and current trends in the field. All topics will be explored using the perspective that diversity influences both development and implementation of early childhood programs and practices. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 2030. The Developing Young Child

This course is designed to systematically explore the development of young children from conception to early childhood. Emphasis will be placed on the principles and theories of child development, as well as the interconnectedness among theory, research, and practice. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 2040. The Child as Teacher

This course provides an opportunity to interact with young children as an observer of their behavior. Emphasis will be placed on students' acquisition of observation skills to facilitate planning of appropriate learning experiences for individuals and groups within early childhood education settings. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 2050. Young Children and Families in a Diverse World
This course is designed to offer students the opportunity to examine the critical importance of values and beliefs related to culture, ethnicity and language traditions. Focus on the practice of culturally sensitive interventions and effective communication and interaction among family, school, and other professionals will allow students to develop the skills to become culturally competent early childhood educators. There is a required field experience in this course. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3110. Behavior and Environments for Early Childhood Education
This course is designed to help address the growing questions posed by many early childhood professionals regarding the "whys?" of a child's challenging behavior. Research-validated practices will be presented that will help future and current professionals understand and address a child's persistent behavior(s) and create environments to encourage young children to use socially appropriate behaviors in early childhood and kindergarten settings. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Admission to Teacher Education

ECE 3120. Community Partnerships with Families & Agencies
This course provides students with theory, general principles, and procedures for developing collaborative partnerships with families, young children, professionals, and other stakeholders. Emphasis is placed on a comprehensive review of family systems theory and its application to diverse families who have young children with disabilities. Principles are presented that support the establishment, facilitation, and maintenance of family-professional and professional-professional partnerships. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3130. Early Childhood Educators as Leaders
This course examines the leadership role of the early childhood educator. Topics include qualities of leaders, leadership skills development, early childhood professional organizations and their contributions to the field of early childhood education, and strategies for using leadership skills in the classroom, school, and community. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3140. Health Issues in Birth - Kindergarten Education
This course will prepare early childhood professionals to identify and address the special health, safety and nutrition issues of young children, birth-5 years, with and without disabilities, in a variety of educational settings. Students will demonstrate competence in strategies required to manage health issues in classroom settings, collaborate with other professionals, and to communicate with parents in caring for the health needs of young children. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 4010. Integrated Curricula and Appropriate Practices: Infants & Toddlers
This course is designed to explore the unique educational and developmental needs of infants and toddlers in home and group settings. Emphasis will be placed on designing early learning environments to facilitate development of cognitive, language, physical, and social-emotional skills as well as on family involvement in the education of these young children. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Admission to Teacher Education

ECE 4020. Integrated Curricula and Appropriate Practices: Preschoolers
This course provides a study of curricula and program models appropriate for implementation in inclusive preschool classrooms. Emphasis will be placed on integration of disciplines through application of Foundations: Early Learning Standards for North Carolina Preschoolers, ages 3-4 years. Participants will plan and implement center-based instructional activities designed to motivate young children to engage in discovery learning, as well as engage in assessment of children and reflection of teaching. There is a required field experience in this course. Credit: 3 semester hours. PREQ: Admission to Teacher Education

ECE 4030. Integrated Curricula and Appropriate Practices: Kindergarteners
This course provides a study of curricula and program models appropriate for implementation in the inclusive kindergarten classroom. Emphasis is placed on integration of disciplines through developmentally appropriate application of NC Standard Course of Study and methods to motivate young children to engage in active learning. Planning, implementation, assessment and reflection are critical components of the course. There is a required field experience in this course. Credit, 3 semester hours. PREQ: Admission to Teacher Education

ECE 4040. Differentiation, Individualization, and Universal Design
This course provides the opportunity to learn about variations in learning styles and student needs while examining strategies to individualize instruction within inclusive classrooms for young children. Topics addressed in this course include: differentiation and individualization of instruction; universal design for learning (UDL); strategies for developing and implementing modifications and accommodations; and appropriate use of technology to meet individual student needs. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Admission to Teacher Education

ECE 4050. Practicum I
This practicum provides opportunities to refine and implement assessment and leadership skills developed in prerequisite courses. Students will work with an agency partner that provides services to families of young children with and without disabilities to conduct program evaluations. Credit, 4 semester hours. PREREQ: Admission to the Teacher Education Program AND completion of, or simultaneous enrollment in, the following: ECE 3120, ECE 3130, and ECE 4060.

ECE 4060. Assessment Strategies and Application
This course is designed to provide an understanding of standardized and authentic screening and diagnostic assessment practices as used with young children ages birth through five years. Students will develop proficiency in using assessment manuals, protocols, and instruments. In addition, students will develop competencies in reading and interpreting assessment reports to develop Individualized Family Service Plans (IFSP), Individualized Education Plans (IEP), and modifying classroom lesson plans to meet individual student needs. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Admission to Teacher Education

ECE 4070. Practicum II
This practicum provides opportunities to determine the learning needs of preschoolers and kindergartners with and without disabilities. Emphasis will be placed on creating caring, developmentally and ability appropriate environments, events, and lessons for individuals and groups of students. Credit, 4 semester hours. PREREQ: Admission to the Teacher Education Program AND completion of, or simultaneous enrollment in, the following: ECE 4020, ECE 4030, and ECE 4040.

ECE 4460. Internship in Birth-Kindergarten Programs
This course is designed to provide a semester long full-time internship experience in a public school or other DPI-approved early childhood setting. Intensive field experience is an opportunity to teach children and work with families in home, school, and community settings. Credit: 9 semester hours. COREQ: ECE 4750. PREREQ: Admission to the Professional Semester.

ECE 4500. Practicum for Professionals in Pre-Kindergarten Settings
This course is designed to assist practicing pre-kindergarten teachers without BK licensure as they develop and refine the skills necessary to apply successful instructional practices in an early childhood classroom setting. Emphasis will be placed on understanding the role of the practitioner and implementation of developmentally and individually appropriate practices with pre-kindergarteners. Students will reflect upon current theory and research as they integrate and develop professional skills. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester and completion of all coursework in the student's Licensure Education Plan.

ECE 4750. Professional Seminar for Pre-service Birth-Kindergarten Teachers

Seminar designed to parallel the full semester internship experience. Emphasis is on helping these on-site pre-service teachers understand the purpose, organization, and administration of various service delivery sites; and the role of a Birth-Kindergarten practitioner. Students continually review and reflect on elements of the total service delivery process in early childhood education and the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and home/school/community collaboration. Credit: 3 semester hours. PREREQ: Admission to the Professional Semester. COREQ: ECE 4460.

EDUCATION (EDN)

EDN 0104. College Reading

This course is designed to foster effective and efficient reading. Vocabulary, comprehension, and strategies for reading college texts are addressed. (Will not count toward graduation requirements.) Open to all students. Credit, 3 semester hours.

EDN 1020. Language Skills in Teaching Reading

A study designed for helping prospective elementary teachers improve their power in the use of language skills in the teaching of reading. Credit, 3 semester hours.

EDN 2020. Foundations of Early Childhood Education

This course is designed to introduce students to the field of early childhood education. Topics include the history of early childhood education, professional roles and expectations, and current trends in the field. All topics will be explored using the perspective that diversity influences development and implementation of early childhood programs and practices. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 3010. Early Childhood Curriculum

A study of curriculum emphasizing the interrelationships between content, method, and child development. Required of all early childhood majors. (Must be taken prior to teaching internship.) Credit, 3 semester hours. PREREQ: EDN 3020.

EDN 3060. Psychology of Early Childhood

In this course, pre-service teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the young child as learner. During a required field experience, the pre-service teacher validates, through critical reflection, the theoretical principles learned. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 4260A, 4260B. Design and Implementation of Developmentally Appropriate Preschool Programs

To provide assistance to pre-service teachers, child care workers, Head Start teachers, preschool teachers, early childhood and special education teachers in the planning, implementation, and evaluation of developmentally appropriate programs for children, ages birth to five. Pass/Fail grading. Credit, 3-6 semester hours. (3 Hours may be repeated once for total of 6 semester hours credit.)

EDN 4670. Practicum: Pre-School Education

Provides majors and/or non-majors an opportunity to attain experience with very young children in a group setting. Practicum will provide supervised experience in a high quality infant care, day care, nursery school or other approved preschool setting. Credit, 3 semester hours.

EDN 4770. Resources for Education of Young Children

Introduces early childhood majors to strategies for utilizing human and physical resources for the education of young children. Emphasis will be placed on: (1) early and continuous involvement of parents or caregiver agencies serving children and families, as well as on community and school sup-

port personnel. (2) selection and evaluation of environments, equipment, and materials; and (3) the utilization of state and community resources. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4880. Foundations of Reading Instruction I

This course is designed to familiarize the non-reading teacher with the basic concepts and skills related to the teaching of reading. Emphasis will be given to the organization and management of reading instruction within the classroom. The basic skills of reading growth and their scope and sequence will be developed. Familiarity with reading instructional materials and methods will be attained. Credit, 3 semester hours. *Restriction: May be taken only by those students without any background or current A level licensure in reading, or permission of the instructor.*

EDN 4890. Foundations of Reading Instruction II

This course is a continuation of EDN 4880, Foundations of Reading Instruction I, with emphasis on the characteristics and uses of the most recent materials, methods, and skills for teaching reading. Consideration will be given to the historical bases for contemporary reading issues and trends, and the individuals who have made significant contributions to reading instruction. Credit, 3 semester hours. PREREQ: EDN 4880 or permission of the instructor.

READING (RDG)

RDG 2000. Foundations of Reading and Language Acquisition

This course explores the teaching of reading with an emphasis on the linguistics and psychological base of the reading process, stages in the development of reading ability and sequences of skill acquisition. Students will study models of reading instruction for language and literacy learning, the role of the classroom teacher of reading and forces influencing that role. This includes an examination of role of phonological awareness, phonics, vocabulary, fluency and comprehension play in how one learns to read. This course will provide comprehensive coverage of topics important in helping teachers develop a constructivist, balanced literacy program agenda for their future classrooms. Credit: 3 semester hours. PREREQ: 2.0 QPA.

RDG 3000. Foundations of Reading and Language Development

This course explores the foundation of reading and writing development, how children become literate, and the social, cultural and environmental factors that influence language development. This course examines the stages of literacy development with respect to reading, writing, speaking, listening, and thinking and focuses on research-based assessment and instructional strategies for diverse learners at all levels. Field experience required. Credit, 3 sem. hours. PREREQ: 2.0 minimum QPA.

RDG 3100. Teaching with Children's Literature

This course provides a survey of children's literature from folktales and fairytales to picture books, poems, and novels for children and young adults. This course explores the world of authors and illustrators and the best new fiction and information books. Participants will extend their knowledge of the genres of children's literature and increase their ability to evaluate, select, and use children's literature as an integral part of their classroom and library media center curricula. Field experience required. Credit, 3 semester hours. PREREQ: 2.0 minimum QPA.

RDG 3200. Diagnosis and Remediation of Reading Difficulties

This course explores the use of reading and writing assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading and writing acquisition, factors that impacr literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. Field experience required. Credit, 3 semester hours. PREREQ: 2.0 minimum QPA.

RDG 3300. Reading Practicum

This course is the application of RDG 3200 and is designed to provide students with a semester of field experience in reading and writing assessment, diagnosis, and remediation. A final clinical report will be created to document all implemented assessments, interventions, and recommendations for future instructional recommendations. Field experience required. Credit, 3 semester hours. PREREQ: RDG 3000 and RDG 3200.

SPECIAL EDUCATION (SED)

SED 2800. Sign Language I

Students will learn to fingerspell, to use manual communications from vocabulary development up through the sentence level (500 words), and to describe categories of hearing loss. Credit, 3 sem. hrs.

SED 2810. Sign Language II

Students will develop a larger vocabulary (1000 words) and greater facility with manual communications through the paragraph level. Credit, 3 semester hours. PREREQ: SED 2800.

SED 2820. Sign Language III

The student will continue to develop vocabulary and fluency in manual communications through the conversational level (1200+ words) in addition to cultural implications and ethics associated with using sign language. The student will be evaluated on fluency, speed, and accuracy. Credit, 3 semester hours. PREREQ: SED 2810.

SED 3040. Working with Families of Diverse Students with Disabilities

This course is designed to offer students the opportunity to examine the critical importance of using culturally responsive practices when working with families of diverse students with disabilities. Focus on values and beliefs regarding disabilities, culture, ethnicity, and language will be discussed. This course will emphasize the need to meet the academic and social-emotional needs of diverse students with disabilities by working with their families. Credit, 3 semester hours.

SED 3050. Introduction to Gifted Education

An introduction to the education of gifted students, emphasizing historical foundations of gifted education; definitions; federal, state, and local laws and guidelines; characteristics; theories of intelligence; methods of identification; and options for service delivery. Credit, 3 semester hours.

SED 3110. Assistive Technology for Students with Special Needs

This course of study is designed to give teacher candidates the knowledge and skills to determine the appropriate current research-validated instructional technologies for learners with disabilities. Topics including selection, modification, and classroom use of technology to accommodate the physical, sensory, communicative, learning, and social limitations associated with disabilities. Students will receive hands-on experience with utilizing various assistive technology devices. Field experience is required. Credit, 3 semester hours. PREREQ: SED 3310, SED 3320.

SED 3310. Introduction to the Exceptional Child

This course is designed to provide an introduction to the foundations of special education: the concept, purposes and responsibilities, laws and policies, principles and practices for meeting the educational needs of children with disabilities. The course provides a study of the needs, characteristics, and categories of exceptional children, as well as the important role parents and families play in the educational planning and decision-making process. Three hours of Field Experience is required. Credit, 3 semester hours.

SED 3320. Special Education Law, Policies, and Procedures

This course is designed to give teacher candidates a thorough understanding of the North Carolina Policies Governing Services for Children with Disabilities and the federal laws covering special education. Through this knowledge the teacher candidate will understand the policies, process and procedures for providing special education services. Field experience required. Credit, 3 semester hours.

SED 3330. Teaching Students Who Need Adaptive or Functional Curricula
This course is designed to give teacher candidates a broad working knowledge of the definitions, characteristics, causes, assessment, and services for students who require either an adaptive or functional curriculum. Characteristics will be addressed in relation to why and how specialized instruction can meet the learning and developmental needs of these individuals, specifically in areas of instructional and assistive learning. Field experience required. Credit, 3 semester hours. PREREQ: SED 3310, SED 3320.

SED 3340. Instructional Strategies for Students with Mild to Moderate Disabilities
This course is designed to give teacher candidates a broad working knowledge of research-validated cognitive and meta-cognitive learning strategies for use with students with mild to moderate disabilities. Credit, 3 semester hours. PREREQ: SED 3310, SED 3320.

SED 3350. Assessment of Students with Mild to Moderate Disabilities
This course is designed to give teacher candidates a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. As a result, teacher candidates will be able to use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals. Credit, 3 semester hours. PREREQ: SED 3310, SED 3320.

SED 3500. Teaching Students with Academic Gifts
An applied course in the education of students with academic gifts. Emphasis is placed upon the psychological aspects of and methods for teaching students with academic gifts and talents. Credit, 3 semester hours.

SED 4030. Collaboration in School and Community for School Professionals
This course of study is designed to give teacher candidates a thorough understanding of policies, process and procedures for planning for successful collaboration among teachers of students with disabilities within inclusive settings as well as among the special educator and paraprofessionals and other professionals. Focus will be given to collaboration with community partners. Field Experience is required. Credit, 3 semester hours. Prerequisites: Admission to Teacher Education, SED 3310, SED 3320, SED 3350.

SED 4060. Differentiating Instruction for the Gifted
This course focuses on interdisciplinary approaches to instruction and integrative methods for designing learning experiences for gifted learners. Emphasis is placed on ways to use assessment data to extend basic differentiation of curriculum elements (i.e., content, process, product, and learning environment). PREREQ: SED 3050, Introduction to Gifted Education, is recommended.

SED 4250. Transition Planning for Students with Disabilities
This course of study is designed to give teacher candidates a thorough understanding of policies, process and procedures for planning for transitioning for preschool, school, and postsecondary/ adult students. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

SED 4310. Discipline and Classroom Management
This course is designed to give teacher candidates the knowledge and skills to teach students the appropriate behaviors to promote academic and social development. Teacher candidates will learn small group and individualized behavior management strategies for students with behavior problems. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

SED 4320. Classroom Considerations and the IEP for Special Education Students
This course of study is designed to give teacher candidates a thorough understanding of the IEP development and implementation. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

SED 4330. Diagnosing and Remediating Mathematics Problems

This course of study is designed for teacher candidates to have the knowledge and skills to use systematic, explicit, multi-sensory methods to diagnose and remediate mathematics skills. Candidates will also learn how to understand and provide the essential components of math instruction. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education, SED 3310, SED 3320, SED 3350.

SED 4340. Diagnosing and Remediating Reading and Writing Problems

This course of study is designed to give teacher candidates the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skill, reading and written expression. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

SED 4360. Internship in Special Education

The seminar is specifically designed to coincide with the teacher candidate internship experience. Through the seminar, teacher candidates are supported with the appropriate resources to compliment their teaching experience in off-campus public school settings. Emphasis is placed on the purpose, organization and administration of schools and school systems as well as the role of the special education teacher. The teacher candidate is given continual opportunities to reflect on the application of the total instructional process in special education to determine effective teaching practices. Graded on a Pass/Fail basis. The course may be repeated. Credit, 3 semester hours. PREREQ: Completion of all General Education and Special Education courses, minimum 2.5 QPA.

SED 4830. Methods and Models of Gifted Education

This course focuses on methods and models of instruction for high-ability learners. Special emphasis is placed on effective instructional methods for gifted students, including problem-based learning, project-based learning, independent/self-directed learning, Socratic seminar, critical thinking, and creative problem solving. Credit, 3 semester hours. PREREQ: SED 3050, Introduction to Gifted Education, is recommended.

SED 4840 Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students

This course examines the unique social and emotional needs of children and youth who are gifted, including those from special populations. This course focuses on program design/program evaluation, identification of underserved populations, identification of underachieving gifted learners, and identification of resources for gifted education. Credit, 3 semester hours. PREREQ: SED 3050, Introduction to Gifted Education, is recommended.

SED 4960. Internship for Special Education Teacher Candidates

The teacher candidate internship provides a full-time full-semester teaching experience in off-campus special education classes in public school settings. The candidate's elementary or secondary placement is dependent upon the candidate's concentration and the internship will be closely monitored by a clinical teacher and university supervisor. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester. COREQ: SED 4360.

EDUCATIONAL MEDIA (EDM)

EDM 3600. Introduction to Graphic Arts

Designed as an introduction to handset and offset printing. Covers the areas of basic press operations, mechanics of type, copy camera operations, darkroom techniques, and plate processing. Pass/Fail grading. Credit, 3 semester hours. PREREQ: Permission of instructor.

EDM 3610. Advanced Graphic Arts

A continuation of EDM 3600. Pass/Fail grading. Credit, 3 semester hours. PREREQ: EDM 3600 and/or permission of instructor.

EDM 4600. Audio-Visual Materials and Procedures

Principles underlying the selection and use of multimedia materials for instructional purposes. Credit, 3 semester hours.

EDM 4610. Advanced Educational Media

Modern communications technology and its place in instruction. Problems of utilization, evaluation of learning materials and research; television, motion pictures, teaching machines, programmed instruction and experimental innovations. Credit, 3 semester hours.

EDM 4660. Workshop in Educational Media for Teachers

A workshop designed to acquaint in-service teachers with the role of educational media in the teaching-learning process with the selection and utilization of major types of audio-visual materials. Credit, 3 semester hours.

GRADUATE COURSES

For complete information about programs and courses leading to the Master of Arts in Education (M.A.Ed.), see School of Graduate Studies.

PROFESSIONAL PEDAGOGY AND RESEARCH

Interim Chair: Valjeaner Brewington Ford

Sandra Arteaga
Patrick Hannigan
Willie McNeill
Sara Coble Simmons
Leah Fiorentino
Heather Lynn
David Oxendine
Karen Granger[1]
Gary Mauk
Reginald Oxendine Sr.

[1]Coordinator, Academically and Intellectually Gifted (AIG) Education Program

The courses in the Department of Professional Pedagogy and Research prepare both undergraduate and graduate committed, collaborative, and competent professional educators for diverse and dynamic 21st century educational settings by promoting the following outcomes that support the North Carolina Professional Teaching Standards: essential curricular content and child development knowledge; psychology of teaching and learning; proficient instructional design, delivery, and assessment strategies for diverse learners; effective oral and written communication, classroom management, critical thinking, problem solving, and instructional technology skills; and informed, discerning, and reflective use of research to validate and modify decisions about teaching and learning.

The advanced Middle Grades Education degree is designed for experienced teachers who possess or who are eligible to hold a Standard Professional I license in middle school education. The Department offers the Master of Arts in Education (M.A.Ed.) degree in Middle Grades Education (6-9). This program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education.

Additionally, the Department of Professional Pedagogy and Research offers on the graduate level the Master of Arts in Teaching (M.A.T.) program, which is an interdisciplinary degree option within the Teacher Education Program. The M.A.T. is intended for graduates from accredited colleges or universities with an undergraduate major in humanities, sciences, or social sciences who have few, if any, formal courses in education. The program offers the following areas of specialization: Art Education, English Education, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Science Education, and Social Studies Education. Upon successful completion of the M.A.T. program and state mandated examination(s), recipients will be eligible for a North Carolina "M" license.

COURSES

EDUCATOR PREPARATION CORE (EPC)

EPC 2010. Technology Applications for Teachers

This course explores both technology skills and practices related to technology in the P-12 context. Fundamental computer applications are explored and connections made to best practice teaching and learning. Access to the TaskStream data management and electronic portfolio system is required. Candidates will learn much about their chosen profession and the role technology plays within it. The projects candidates will be engaged in will require that they draw from information learned in core classes (e.g., English, Biology, Math) as well as their current and prior knowledge and experiences to construct technology artifacts. Candidates will explore and be introduced to many of the resources teachers use in the classroom. Candidates will not be expected to have the skills professional educators have as they are at the very start of their careers as a teacher candidates. However, they will discover resources, skills, and information they can apply to future courses in their major. Credit, 2 semester hours. PREREQ: 30 semester hours and 2.0 GPA.

EPC 2020. Introduction to Education, Ethics, and Professionalism

This course is intended for students who are interested in pursuing a career in education. It is designed to provide students with an introduction to the field which includes: the historical and philosophical foundations of the field, the issues of teacher professionalism, ethics, and the legal issues teachers face

in 21st century schools. This course also requires a field experience component. Credit, 1 semester hour. PREREQ: 30 semester hours and 2.0 GPA.

EPC 2030. Educator Preparation for 21st Century Schools

This course is intended for students who are interested in pursuing a career in education. It is designed for students who are ready for a more in-depth study of the issues faced by teachers in 21st century schools. Centered around the main topics Schools, Learners, and Society, this course will discuss the interaction and intersection of these three "actors" in the field of education and how each has an impact on the other. An emphasis in this course will be on the various types of diversity of 21st century schools that impact them, including socioeconomic, cultural, linguistic, and racial diversity. This course includes a field experience component. Credit, 2 semester hours. PREREQ: 30 semester hours and 2.0 GPA.

EPC 2040. Introduction to Exceptional, Diverse, and At-Risk Students

This course is intended for students who are interested in pursuing a career in education. It is designed to provide students with an introduction to the needs of exceptional, diverse, and at-risk students in 21st century schools. The course will include: an exploration of special education, cultures, English language learners, and at-risk learners. This course also requires a field experience component. Credit, 3 semester hours. PREREQ: 30 semester hours and 2.0 GPA.

EPC 2460. Field Experience

This course is intended for students pursuing a degree in Education. It is designed to provide a structured field experience that supports the practical application of theoretical constructs. Students in programs will actively engage with clinical teachers and the K-12 students to broaden their knowledge base in school-based professional activities. (Course may be repeated.) Credit, 0 semester hours.

EPC 3010. The Psychology of Learning and Development

The Psychology of Learning and Development is designed to introduce future teachers to ideas and practices of educational psychology and of human growth and development. An emphasis in this course will focus on the ways by which we learn, how we develop intellectually, emotionally, and socially, what makes each person an individual and different, why we're motivated by some experiences but not by others, and how teaching can increase the amount of information that students learn. Additionally, students will review basic developmental theories while reading and critiquing relevant educational research published in appropriate educational psychology journals. Using methods acquired in this course, students will conduct an inquiry into their own practice and contexts. This course includes a field experience. Credit, 2 semester hours. PREREQ: 30 semester hours and 2.0 GPA.

EPC 3020. Curriculum, Assessment, and Research on Teaching

This course is intended for students who are interested in pursuing a career in education. It is designed to provide students with an introduction to Curriculum, Assessment, and Research on Teaching and Learning. This course also has a field experience component. Credit, 2 semester hours. PREREQ: 30 semester hours and 2.0 GPA.

EPC 3030. Reading Strategies for the 21st Century

This course is intended for students interested in pursuing a career in education. It is designed to introduce students to appropriate reading strategies to be utilized across all content areas. Credit, 3 semester hours. PREREQ: 30 semester hours and 2.0 GPA.

EPC 3460. Field Experience

This course is intended for students pursuing a degree in Education. It is designed to provide a structured field experience that supports the practical application of theoretical constructs. Students in programs will actively engage with clinical teachers and the K-12 students to broaden their knowledge base in school-based professional activities. (Course may be repeated.) Credit, 0 semester hours.

EPC 4540. Field Experience

This course is intended for students pursuing a degree in Education. It is designed to provide a structured field experience that supports the practical application of theoretical constructs. Students in programs will actively engage with clinical teachers and the K-12 students to broaden their knowledge base in school-based professional activities. (Course may be repeated.) Credit, 0 semester hours.

EDUCATION (EDN)

EDN 2100. Introduction to Education

This course provides students with knowledge of the philosophical, historical, sociological, legal, financial and structural foundations of education with opportunities to analyze contemporary issues, problems and trends in the field of education. Course activities and field assignments are designed to nurture the professional disposition for critical reflection. All teacher education majors will be required to enroll in and earn a grade of "C" or better. Required for admission into the Teacher Education Program. Field experience is required. Credit, 3 semester hours. PREQ: 30 semester hours and 2.0 GPA.

EDN 2310. Race, Culture, and the Lumbee Experience (AIS 2310)

This course will examine and explore the fundamental psychosocial elements that constitute race, prejudice, and discrimination using Lumbee ethnicity as the model for examination. Credit, 3 semester hours.

EDN 2900. Research and Writing in Education

This course is an introduction to writing in education, with an emphasis on formulation and execution of researchable topics within various content area disciplines of education. The course is designed to help students master competencies related to in-depth research, content knowledge, communication and composition including the use of current technologies. Credit, 3 semester hours. PREREQ: ENG 1050 and ENG 1060; Admission to Teacher Education Program.

EDN 3020. Foundations of Education

This course provides students with knowledge of the philosophical, historical, sociological, legal, financial, and structural foundations of education and with opportunities to analyze contemporary issues, problems, and trends in the field of education. As students develop their professional knowledge base, they begin to construct their own conceptual frameworks for teaching and learning. Course activities and field assignments are designed to nurture the professional disposition for critical reflection. A field experience is required. Credit, 3 semester hours. PREREQ: Must have completed at least 30 semester hours of college/university work and have no less than a 2.0 overall QPA.

EDN 3070. Middle Childhood Development

In this course, pre-service teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the elementary-aged child as learner. During a required field experience, the pre-service teacher validates through critical reflection, the theoretical principles learned. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 3100. Birth Through Young Adult Development

In this course, pre-service teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the birth through young adult as learner. During a required field experience, the pre-service teacher validates, through critical reflection, the theoretical principles learned. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 3120. Early Adolescent through Young Adult Development

A study of social, emotional, physical, moral and cognitive development of the adolescent; course provides a brief overview of human lifespan development with primary course emphasis on scientific

research and theory concerning the adolescent as learner. Course meets human development requirement for middle grades and secondary education majors. A field experience is required. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 3130. Content Area Reading
This course is designed to help K-12 students understand the roles of language and literacy in the teaching of various content areas. Focus will be given to disciplinary literacy using distinct instructional strategies that can assist 21st century adolescent students in understanding how reading and writing are used in a discipline, as well as how they will apply to this life outside of school. Credit, 3 semester hours.

EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12)
An in-depth study of the aspects of human development and educational psychology as they apply to students in Grades 6-12. The course is structured around the topics of physical, intellectual, emotional and social development from middle childhood through middle adolescence; and explores the influences of applied educational psychology pertaining to 6th- through 12th-grade students. Credit, 3 semester hours.

EDN 3150. Developmental Perspectives of Educational Psychology (Grades K-12)
An in-depth study of the psychology of education and human development. Centered around the main topics of emotional, cognitive, physical, and social development of children and adolescents, this course explores the influences of education, psychology of learning, motivation and behavior. An emphasis in this course will be on how educational psychology can be applied at various stages of development. Credit, 3 semester hours.

EDN 3400. Philosophy and Curriculum of Middle Grade
This course examines the contemporary Middle School, including historical antecedents, concepts, philosophy, trends, issues, instructional strategies, and models. Specific attention is focused on the middle school child, the middle school teacher, integrated and interdisciplinary instruction; standards based curriculum, and assessment. Credit, 3 semester hours. PREREQ: 30 semester hours and 2.5 GPA.

EDN 3500. Educational Psychology
This course focuses on the analysis of scientific theory, research, methodology, and the application of those principles and practices to learning communities. A required field experience enables preservice teachers to examine the theoretical principles in clinical settings. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4000. Methods of Teaching in the Secondary School (EED 4000, MAT 4000, SCE 4000, SSE 4000)
Purposes, methods, materials, and evaluation procedures in the subject or area indicated; directed observation in the public schools; preparation of teaching plans and materials: (a) social studies, (b) mathematics, (c) science, (d) English. Accelerated. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 4050. Foundations and Curriculum Development for Middle Grades
An introduction to the foundational principles and rationale of the middle school. Study of trends, current issues, and the design, implementation, and evaluation of curriculum for the middle grades. Credit, 3 semester hours. PREREQ: EDN 3120 and admission to Teacher Education Program.

EDN 4180. Measurement and Evaluation in Public Schools
A study of current educational measurement. Includes the use and construction of standardized mental and achievement tests, and of informal, teacher-made tests. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4190. Content Area Literacy in Middle and Secondary Schools
In this course, pre-service teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables pre-service teachers in middle grades, secondary, and special subject areas to assess the efficacy of their plans in the clinical setting through critical self-reflection. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4300. Including Students with Special Needs
In this course, the pre-service teacher studies the theories and practices related to the successful integration of individuals with special needs (birth - 12th grade) into appropriate community programs and educational settings. Designed to integrate theory and practice; a case study project is required. Credit, 1 semester hour. PREREQ: Admission to Teacher Education.

EDN 4330. Research in Secondary Education
An introduction to research designed to allow student investigation and report of a problem in secondary education with the approval and guidance of the instructor. Credit, 1-6 semester hours.

EDN 4340. Problems in Contemporary Education
Designed for individual study of trends, practices, and instructional materials related to current problems in education. Credit, 1-3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4480. Internship in the Secondary School
Provides continuous full-time internship experiences in an off-campus public school in the subject area for which the candidate is preparing to teach. Pass/Fail grading. Credit, 6 semester hours. PREREQ: Admission to the Professional Semester

EDN 4490. Internship (Full-Semester)
Provides continuous full-time, full-semester teaching experience in off-campus public school settings in the subject area in which the candidate seeks licensure. Includes placement at two levels (elementary, middle, secondary) for K-12 licensure areas. Pass/Fail grading. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

EDN 4560. Internship in the Middle Grades
Provides continuous full-time internship experiences in an off-campus school at the middle grades level. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

EDN 4650. Equitable Assessment in Democratic Classrooms
Students learn how to create and manage democratic classroom environments in which diverse learners are treated equitably. Emphasis is on aligning assessment practices and procedures with democratic principles. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4720. Diagnostic and Remedial Mathematics Methods
Students will learn techniques for diagnosis and remediation of mathematical skill problems of children in grades K through 9. Students will also demonstrate competency in using resources and research related to mathematics (in education.) Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4760. Instructional Approaches to Middle School Grades
Stresses the use of innovative teaching strategies and specialized materials and resources in the middle grades, including interdisciplinary team teaching. Faculty representing concentration areas in the middle grades will serve as resource persons. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDNS 4xxx. Special Topics
Examination of a special area or topic of special importance and relevance within the field of education. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. Credit, 1-3 semester hours. PREREQ: Permission of Instructor.

GRADUATE COURSES

For complete information about programs and courses leading to the Master of Arts in Education (M.A.Ed.) and the Master of Arts in Teaching (M.A.T.), see School of Graduate Studies.

SCHOOL ADMINISTRATION AND COUNSELING

Chair: Alfred Bryant

Ki Chae	Carol Higy	Charles Jenkins
Larry Mabe[3]	Gary Mauk	Angela McDonald[2]
Olivia Oxendine	Mark Schwarze	Glen Walter
Jeffrey M. Warren[1]	Donnie Weeks	

[1]Director, Professional School Counseling Program
[2]Director, Clinical Mental Health Counseling Program
[3]Director, School Administration Program

The Department of School Administration and Counseling offers graduate degrees in Professional School Counseling (M.A.Ed.), Clinical Mental Health Counseling (M.A.Ed.), and School Administration (M.S.A.). These programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education. The Professional School Counseling and Clinical Mental Health Counseling programs are also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

For complete information about programs and courses leading to the Master of Arts in Education (M.A.Ed.) and Master of School Administration (M.S.A.), see School of Graduate Studies.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chair: Tommy Thompson

Lars Andersson	Ashley Ausborn	Gary Aycock
Adarian K. Barr	Brittany Bennett	Michael Blackburn
Jeff Bolles[2]	Megan Brown	Angelik Byrd
Danny Davis[1]	Kapica Davis	Jamie Deese
Susan Edkins[4]	Joseph Hannant	John Haskins
Megan Heimerdinger	Phil Hindson	Othello Johnson
Beverly Justice	Alex Krutsch	Robin Langley
Ben Miller	Blake Newsome	Paul O'Neil
Stephen Papay	Pauline Privitera	Shane Richardson
Steve Saulnier	Denny Scruton[5]	Pete Shinnick
Brad Swensen	David Synan	Joey Tamburo
Ben Thompson	O.C. Williams	Marian Wooten[3]

[1]Graduate Program Director
[2]Health Promotion Track Coordinator
[3]Recreation Track Coordinator
[4]Athletic Training Coordinator
[5]Teacher Education Coordinator

The purposes of the Department of Health, Physical Education and Recreation are: (1) to provide a comprehensive academic program in health, physical education, and recreation for students who plan to pursue one of these fields as a profession; (2) to provide professional preparation for prospective teachers in the area of health and physical education; (3) to provide a service program which will afford all students the opportunity to learn and participate in a wide range of activities which will benefit them now and in the future; (4) to provide competition for all interested students through a comprehensive program of intramural athletics in both team and individual sports; (5) to provide recreational activities that will enable students and faculty to enjoy their leisure time in a program that will benefit them physically, mentally, and socially; and (6) to educate individuals about risk factors associated with certain lifestyle choices and provide them with the skills to make behavioral changes that will improve their health and the quality of their lives.

The Department of Health, Physical Education, and Recreation offers the Master of Arts (M.A.) and the Master of Arts in Teaching (M.A.T.) graduate programs. For complete information about programs and courses leading to the M.A. and M.A.T., see School of Graduate Studies.

BACHELOR OF SCIENCE DEGREES OFFERED

Athletic Training* (CAATE Accredited)
Exercise and Sport Science with tracks in Health Promotion, Recreation, Exercise Physiology, and Sport Management
Health/Physical Education with Licensure by the State of North Carolina for teaching in the public schools (K-12)

*Details on the Athletic Training Education Program, including admission requirements, technical standards, and program evaluation, are included at the end of this section.

PROFESSIONAL CONCENTRATION OFFERED

Exercise and Sport Science

MINORS OFFERED

Athletic Coaching	Health Promotion
Physical Education	Recreation

BACHELOR OF SCIENCE IN EXERCISE AND SPORT SCIENCE

Requirements for a Bachelor of Science Degree in Exercise and Sport Science	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements (must include SPE 2000 or 2010)	44
Core Courses: HLTH 1060, 3770; HPER 3270; PED 1340, 2060, 2070, 3480, 3490, 4030, 4150	20
*Track Option (see listings below)	
*Electives	
	Total: 120

***B.S. in Exercise and Sport Science Track Option Course Requirements**

Track	**Sem. Hrs.**
Health Promotion Track	
HLTH 2000, 3060, 3070, 3080, 3300, 3650, 4100, 4700	27
HPER 4999	3
PED 4240	3
Minor or Concentration chosen from the following list: African American Studies, American Indian Studies, Exercise and Sport Science, Gender Studies, Information Technology, International Sociology, Marketing, Medical Sociology, Psychology, Social Welfare, Sociology, Spanish, Substance Abuse	18-21
Electives	4-7
Recreation Track	
PED 1380, 2040, 4750	
HPER 4999	
MAT 2100	
REC 2300, 3000, 3320, 4000, 4160, 4250, 4400	
Track Total	33
Electives	22
Exercise Physiology Track	
ATH 1040	
HLTH 3300, 4100	
PED 3400, 4020, 4110, 4120, 4240, six Coaching courses	
REC 4000	
Track Total	33
Electives	22
Sport Management Track	
ATH 4050	
HLTH 2000, 4100, 4700	
HPER 4999	
PED 3120, 3400, 4750	
REC 3320, 4400	
Track Total	33
Electives	22

BACHELOR OF SCIENCE IN HEALTH/PHYSICAL EDUCATION (K-12)

Coordinator: Denny Scruton

Upon successful completion of the program of study in Health/Physical Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education (should take PED 1380 for Gen. Ed.)	**45(44)***
Essential Standards	**40**
PED 1010, 1380 (also meets Gen Ed. Req.)*, 2000, 2040, 2060, 2070, 3120, 3480, 3490, 4120, 4150, 4240; 2 1-hour coaching course(s)	
HLTH 1060, 3300, 3650, 3770, 4100, 4700	
Professional Studies Core	**12**
EDN 2100, 3130, 3150, SED 3310	
Content Pedagogy	**20**
PED 3000, 3170, 3175, 3020, 4040, 4060	
EDN 4490	
General Electives	**3**
	Total: 120

NOTE: Students who desire teacher licensure in Health/Physical Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BACHELOR OF SCIENCE IN ATHLETIC TRAINING

Requirements for a Bachelor of Science Degree in Athletic Training	**Sem. Hrs.**
Freshman Seminar	1
General Education Requirements (*see specific Gen. Ed. Requirements*)	44
Specific General Education Requirements:	
BIO 1000 or 1030; CHM 1400 and 1120 or 1300 and 1100; MAT 1070	
Other Mandated Requirements:	
MAT 2100	
Department Required Courses:	
ATH 1040, 1090, 2000, 2010, 2040, 2050, 3000, 3010, 3040, 3050, 3070, 3100, 4000, 4050, 4900, 4980	
ATHL 2040, 2050, 3040, 3050	
HLTH 1060, 2060	
PED 2070, 3480, 3490, 4110, 4120	64
Electives	11
	Total: 120

*Details on the Athletic Training Education Program, including admission requirements, technical standards, and program evaluation, are included at the end of this section.

PROFESSIONAL CONCENTRATION IN EXERCISE AND SPORT SCIENCE

Required: At least 18 hours of any combination of ATH, HLTH, and/or REC prefixed courses that does not duplicate any present Physical Education (K-12) Licensure requirement.

Total: 18

MINORS

Requirements for a Minor in Physical Education

ATH 1040,1090; HLTH 1060; PED 1340; 2070; 2300; 3120; 3190; 3320; 4150; two (2) 1-hr. coaching courses

Total: 20

Requirements for a Minor in Recreation

REC 3000, 3320, 4000, 4160, 4250, and 4400

Total: 18

Requirements for a Minor in Health Promotion

HLTH 2000, 3300, 3650, 4100, and 4700; and either HLTH 3060, 3070, or 3770

Total: 18

Requirements for a Minor in Athletic Coaching

ATH 1040; HLTH 1060; REC 2300; PED 3260; 3400; 3480 or 3490; 4120; 4150; and four (4) 1-hr. coaching courses

Total: 22

COURSES

ATHLETIC TRAINING (ATH, ATHL)

ATH 1040. Introduction to Athletic Training

An introductory course to the field of athletic training for potential athletic trainers and HPER students; topics include professional development, risk management, pathology of sports injuries, management of athletic injuries, etc. Credit, 3 semester hours. Required for admission to ATEP.

ATH 1090. Healthful Living

A study of major and contemporary personal and health promotion topics. Eight-week course. Credit, 1 semester hour.

ATH 2000. Clinical Education I

This course is the first in the Clinical Education sequence of courses. It is the cornerstone of the clinical skill acquisition in athletic training. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is risk management and acute care of injuries and illnesses. Credit, 2 semester hours. PREREQ: Admission to the ATEP.

ATH 2010. Clinical Education II

This course is the second in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is assessment of lower extremity injuries. Credit, 3 semester hours. PREREQ: ATH 2000.

ATH 2040. Lower Extremities Assessment

A course in athletic injury evaluation of the major joints of the lower body, the spine, and the abdomen including location of bony and soft tissues landmarks, special tests, assessment techniques, etc. Credit, 3 semester hours.

ATHL 2040. Lower Extremity Assessment Lab
This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for lower extremity assessment. Credit, 2 semester hours. PREREQ: Enrollment in or credit for ATH 2040.

ATH 2050. Upper Extremities Assessment
A course in athletic injury evaluation of the major joints of the upper body, head, neck and thorax including location of bony and soft tissues landmarks, special tests, assessment techniques, etc. Credit, 3 semester hours.

ATHL 2050. Upper Extremity Assessment Lab
This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for upper extremity assessment. Credit, 2 semester hours. PREREQ: Enrollment in or credit for ATH 2050.

ATH 3000. Clinical Education III
This course is the third in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is assessment of upper extremity injuries and therapeutic modalities. Credit, 3 semester hours. PREREQ: ATH 2010.

ATH 3010. Clinical Education IV
This course is the fourth in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is therapeutic exercise. Credit, 3 semester hours. PREREQ: ATH 3000.

ATH 3040. Therapeutic Modalities
An advanced course designed to cover the physical basis and physiological effects of agents and modalities commonly used in the treatment of athletic injuries; emphasis will be placed on establishing a foundation for selecting a treatment protocol for an injury. Credit, 3 semester hours. PREREQ: Enrollment in or credit for ATHL 3040 and admission to the ATEP.

ATHL 3040. Therapeutic Modalities Lab
This course provides the student with the formal instruction and evaluation of the psychomotor skills in therapeutic modalities. Credit, 1 semester hour. PREREQ: Enrollment in or credit for ATH 3040.

ATH 3050. Therapeutic Exercise
An advanced course covering the principles of the rehabilitation of athletic injuries from the time of injury until the athlete returns to competition. Credit, 3 semester hours. PREREQ: Enrollment in or credit for ATHL 3050 and admission to the ATEP.

ATHL 3050. Therapeutic Exercise Lab
This course provides the student with the formal instruction and evaluation of the psychomotor skills in therapeutic exercise. Credit, 1 semester hour. PREREQ: Enrollment in or credit for ATH 3050.

ATH 3070. Pharmacology
This course is designed to give the upper-level student a background in pharmacodynamics and pharmacokinetics and present the student with information necessary to make sound clinical decisions concerning drugs and pharmacology reactions that may arise. Emphasis will be placed on the prescription and over-the-counter drugs commonly used in athletic training. Commonly abused drugs in sport will be discussed as well. Credit, 3 semester hours. PREREQ: PED 3490 or CHM 1400 or CHM 1300 or permission of instructor.

ATH 3100. General Medical Conditions

This course will introduce the student to a system-oriented approach to medical concerns. It will provide the student with the basic information needed to evaluate and respond to medical conditions encountered in the athletic training environment. Credit, 3 semester hours.

ATH 4000. Clinical Education V

This course is the culmination of the clinical education series of courses. It requires the student to use critical thinking and problem solving skills to demonstrate clinical proficiency in the twelve domains of athletic training. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is general medical conditions, psychosocial intervention, health care administration, and learning over time. Credit, 4 semester hours. PREREQ: ATH 3010.

ATH 4050. Organization & Administration of Athletic Training

Designed to provide the advanced athletic training student with organizational skills and an understanding of the management and administrative responsibilities of the certified athletic trainer; also to include resource management, facility design and legal considerations. Credit, 3 semester hours.

ATH 4900. Research Techniques

An analysis of research issues specifically related to the profession of athletic training. Course will address the need for a unique research base, and research will be developed from within the profession to link athletic training skills to underlying theory. Credit, 2 semester hours.

ATH 4980. BOC Preparation

Seminar designed to prepare the senior athletic training student for the entry-level athletic training national certification examination. Credit, 1 semester hour.

HEALTH PROMOTION (HLTH)

HLTH 1060. Safety and First Aid

A certified-based American Red Cross study of safety, first aid, CPR, and emergency procedures. Eight-week course. Credit, 1 semester hour.

HLTH 2000. Principles of Health and Fitness Promotion

A generic introduction for students pursuing professional preparation in health promotion. It will discuss the historical and philosophical perspectives of the development of health promotion and examine the delivery of health promotion in a variety of settings. Credit, 3 semester hours.

HLTH 2060. Nutrition (PED 2060)

Designed to investigate topics in nutrition which are most relevant to physical activity, fitness, health, and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control. Half-semester course. Credit, 1 semester hour.

HLTH 3060. Human Sexuality

This course will provide the student with an examination of the physiological, psychological and sociological factors of human sexuality. Topics include social and biological foundations of human sexuality, human reproduction and contraception, cross-cultural perspectives on sexual behavior and society, gender roles, sexual stereotyping, issues in sex education, and the effects of various climates (economics, policy, politics, etc) on the expression of human sexuality. Credit, 3 semester hours.

HLTH 3070. Women's Health Issues

Course will provide the student with an examination of the various health issues that are specific to women. Topics will include, but are not limited to, the menstrual cycle, reproductive health and menopause, osteopenia and osteoporosis, the female athlete triad, female-specific illnesses including cancers, etc. Credit, 3 semester hours.

HLTH 3080. Ethnic and Cultural Implications in Health Promotion

This course will provide in-depth study of the importance of cultural competence and cultural sensitivity in the practice of health promotion and education. Students in this course will develop a better understanding of those cultural behaviors, often considered by Westerners as exotic, that will need to be embraced when employing health promotion programming. Credit, 3 semester hours.

HLTH 3300. Health Promotion and Fitness Skills

This course will acquaint students with various learning theories and teaching methods. The focus will be upon selecting methods, media and techniques best suited for teaching health promotion and fitness content to specific learners. Credit, 3 semester hours.

HLTH 3650. Epidemiology of Human Diseases

Study of the disease process including causes, effects, and control of selected diseases with emphasis on disease prevention and health promotion. Credit, 3 semester hours.

HLTH 3770. Drugs, Society, and Behavior

A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Credit, 3 semester hours. PREREQ: SOC 1020 or permission of instructor.

HLTH 4100. Health and Fitness Behavior Changes

This course provides students with the foundations necessary to develop a theoretical basis for the analysis and interpretation of specific health and fitness behaviors. This foundation will assist them in planning, implementing and evaluating behavioral change program for individuals or groups. Credit, 3 semester hours.

HLTH 4250. Leisure and Wellness for Older Adults (REC 4250)

The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adults related to fitness and leisure activities utilizing a theoretical and practical approach. Credit, 3 semester hours.

HLTH 4700. Planning, Administration, and Evaluation of Programs

This course will provide an in-depth examination of program-planning and evaluation in areas of health, fitness, leisure activity, etc. Emphasis will be placed on the overall planning processes for developing a variety of wellness settings. Credit, 3 semester hours.

HLTH 4910, 4920. Three-Credit Internship

A practical work experience in a health promotion setting, e.g., hospital, public health agency or industry supervised by an on-site supervisor and a UNCP faculty member. Majors must have at least a 2.0 QPA within the major to be eligible for the internship. Credit, 3 semester hours.

HEALTH, PHYSICAL EDUCATION, AND RECREATION (HPER)

HPER 3270. Funding and Grant Writing

Practical experience in researching and writing grant proposals, fund-raising, etc., as it applies to possible avenues for funding from a variety of potential sources to support a variety of exercise, fitness, recreational, sport, and other human movement activities. Credit, 1 semester hour.

HPER 4999. Internship

Intern will be assigned practical, related field/work experience and be supervised by an on-site supervisor. The intern must get all arrangements satisfied with the program coordinator early in the semester before the internship begins. Credit, 6 semester hours. PREREQ: Approval of program director.

PHYSICAL EDUCATION (PED)

PED 1010. Wellness and Fitness

Basic, practical concepts concerning health, disease, fitness, exercise, obesity, etc., will be covered as related to personal wellness and fitness. Credit, 1 semester hour.

PED 1300. Fitness Walking
Credit, 1 semester hour.

PED 1310. Archery
Credit, 1 semester hour.

PED 1320. Badminton
Credit, 1 semester hour.

PED 1330. Golf
Credit, 1 semester hour.

PED 1340. Swimming
Credit, 1 semester hour.

PED 1350. Tennis
Credit, 1 semester hour.

PED 1360. Soccer
Credit, 1 semester hour.

PED 1370. Bowling
$20 fee. Credit, 1 semester hour.

PED 1380. Rhythms and Dance
Aimed at teachers. Credit, 1 semester hour.

PED 1390. Racquetball
Credit, 1 semester hour.

PED 1410. Physical Conditioning
Credit, 1 semester hour.

PED 1450. Volleyball
Credit, 1 semester hour.

PED 1460. Weight Training
Credit, 1 semester hour.

PED 1640. Fall Sport Varsity Athlete
Course open only to varsity athletes; grading is P/F. Can take only one time. Credit, 1 semester hour.

PED 1650. Spring Sport Varsity Athlete
Course open only to varsity athletes; grading is P/F. Can take only one time. Credit, 1 semester hour.

PED 1770. Advanced Physical Conditioning
Aimed at varsity athletes and/or extremely well-conditioned students; very intense training/conditioning; must have special permission to take. Credit, 1 semester hour.

PED 1790. Aerobic Dance
Credit, 1 semester hour.

PED 1800. Military Physical Training (MSC 1800)
Must be approved to register for this course. Credit, 1 sem. hr.

PED 1810. Stage Dance I (THE 1810)
Basic dance technique for the stage. Credit, 1 semester hour. PREREQ: Permission of instructor.

PED 1820. Stage Dance II (THE 1820)
Basic dance technique for the stage. Credit, 1 semester hour. PREREQ: Permission of instructor.

PED 1900. Outdoor Fitness
A course designed to initiate students to outdoor fitness elements such as hiking, orienteering, climbing, etc. An outside nominal fee may be necessary. Credit, 1 semester hour.

PED 1910. Indoor Cycling
Credit, 1 semester hour.

PED 1950. Water Aerobics
Credit, 1 semester hour.

PED 2000. Motor Learning and Development
Designed to evaluate the execution and competency of a variety of fundamental movements, skills, etc. related to the teaching of physical education, sports, etc. Credit, 1 semester hour.

PED 2040. Adaptive Physical Education
Designed especially for teachers of exceptional children as well as for those who work with the handicapped; practical application of physical education activities, equipment, and modification of facilities for adaptive children and adults with adaptive needs; age, grade, and handicap levels will be considered. Credit, 1 semester hour.

PED 2060. Nutrition (HLTH 2060)
Designed to investigate topics in nutrition which are most relevant to physical activity, fitness, health, and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control. Credit, 1 semester hour.

PED 2070. Technology Applications in HPER
Basic and thorough on-task development of computer hardware, terminals, operations, software, peripheral systems, recorders, printers, etc. Instruction methods as well as computer-assisted instruction will be discussed and developed in a variety of disciplines. Credit, 1 semester hour.

PED 2300. Officiating Sports (REC 2300)
An overview of the rules and mechanics of officiating sports; practical experience via intramural officiating. Credit, 1 semester hour.

PED 3000. Health/PE Activities for Grades K 3
A study of the appropriate teaching methodologies of health and movement materials/activities in grades K-3 as it relates to health, wellness, and fitness that's appropriate for this age level. Credit, 2 semester hours.

PED 3020. Health/PE Activities in Grades 10 12
A study of the appropriate teaching methodologies of health and movement materials/activities in grades 10-12 as it relates to health, wellness, and fitness that's appropriate for this age level. Credit, 2 semester hours. PREREQ: Must be admitted into Teacher Education in order to take this course.

PED 3120. PE and Sport in Contemporary Society (SOC 3120)
A study of the historical and philosophical aspects of PE and sport from sociocultural, psychological, and political perspectives, including the relationship of sport and PE to other social institutions and schools as well as the changing concepts and evolution of leisure, PE and sports. Literature on past events, current issues, and the sociological foundation of modern PE will be examined. Credit, 3 semester hours.

PED 3170. Health/PE Activities for Grades 4-6
A study of the appropriate teaching methodologies of health and movement materials/activities in

grades 4-6 as it relates to health, wellness, and fitness that's appropriate for this age level. Credit, 2 semester hours.

PED 3175. Health/PE Activities in Grades 7-9
A study of the appropriate teaching methodologies of health and movement materials/activities in grades 7-9 as it relates to health, wellness, and fitness that's appropriate for this age level. Credit, 2 semester hours.

PED 3260. Practicum in Athletic Coaching
Practical field experience in coaching athletic teams. Student can be assigned to either a member of the University coaching staff, a junior or senior high school coaching staff as an assistant, a recreation team, etc. Credit, 1 semester hour.

PED 3320. Teaching Swimming
Methods, materials, techniques, and skills of teaching swimming. Credit, 1 semester hour.

PED 3330. Lifeguard Training
Will include first aid, CPR for professional rescuer, AED, and disease-transmission certification. Credit, 2 semester hours.

PED 3340. Lifeguard Instructor
Instructor's course leading to Red Cross certification. Credit, 1 semester hour. Prerequisite: Must be Red Cross certified lifeguard training course (PED 3330).

PED 3350. Water Safety Instructor (WSI)
Instructor's course in teaching swimming and lifesaving techniques leading to Red Cross certification. Credit, 1 semester hour. Prerequisites: PED 3330 Lifeguard Training and current First Aid/CPR certification card(s).

PED 3400. Sport and Exercise Psychology (REC 3400)
A study of the psychological theories and techniques that can affect motivation, performance and personal growth as associated with exercise and sport. Credit, 3 semester hour.

PED 3480. Kinesiology
A structural study of the muscular system of the human body with emphasis on, and biomechanical analysis of, kinetic applications/movements relative to physical education, sport, and human movement. Credit, 3 semester hours.

PED 3490. Anatomy and Physiology
A study of the anatomical and physiological functions, parts, and processes of the various systems of the human body to include cell, tissue, and organ, and structural study. Credit, 3 semester hours.

PED 3500. Coaching Football
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Credit, 1 semester hour.

PED 3510. Coaching Basketball (Men or Women)
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Credit, 1 semester hour.

PED 3520. Coaching Track and Field
A study of fundamentals, individual techniques, conditioning, maintaining facilities, and staging events. Credit, 1 semester hour.

PED 3530. Coaching Baseball
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Credit, 1 semester hour.

PED 3540. Coaching Wrestling
A study of fundamentals, moves, strategies, and conditioning. Credit, 1 semester hour.

PED 3550. Coaching Soccer
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Credit, 1 semester hour.

PED 3560. Coaching Softball
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Credit, 1 semester hour.

PED 3640. Coaching Volleyball
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Credit, 1 semester hour.

PED 3660. Coaching Tennis
A study of fundamentals, individual techniques, conditioning, drills, and conducting matches. Credit, 1 semester hour.

PED 4020. Applied Exercise and Sport Science
Provides students with a comprehensive knowledge of exercise and sport science laboratory techniques, safety concerns, treatment of subjects, modalities, and use and maintenance of lab equipment. The class focuses on research techniques, applied statistical methodology, and the development, practice, and evaluation of laboratory testing of exercise/athletic populations. Credit, 3 semester hours.

PED 4030. Facilities Design in HPER
Course will provide an introduction to planning, designing, architecture, budgeting, and construction of both indoor and outdoor facilities for PE, recreation, health, athletic training, gymnasiums, playing fields, etc. Design and construction areas such as aquatics, dance, ball fields, playgrounds, handicap accessibility, etc., will be addressed. Credit, 3 semester hours.

PED 4040. Classroom Discipline
This course will explore and examine various methods of school classroom control, management, discipline, and punitive actions if needed based on appropriate grade level(s). Liability issues will the examined as it relates to school discipline policy(ies). Credit, 1 semester hour. PREREQ: May only be taken by physical education majors during the student teaching semester.

PED 4060. Health/PE Teaching Seminar
A seminar that will explore and examine health/PE teaching methods, materials, techniques, and evaluation procedures as it relates to the teaching of both health and physical education. Credit, 2 semester hours. PREREQ: May only be taken by physical education majors during the student teaching semester.

PED 4110. Biomechanics
A qualitative and quantitative study of the mechanical factors related to human movement. The study of biomechanical principles that govern effectiveness of human kinetic movement and skills. Human movement as related to the laws of physics and biomechanics. Human biomechanical movement analysis will be explored as well as kinematic concepts. Credit, 3 semester hours.

PED 4120. Exercise Physiology
An analytical, practical study of how exercise affects the various physiological systems of the human body both positively and negatively. Sport and athletic physiology will be addressed as well. Credit, 3 semester hours.

PED 4150. Organization and Administration of Physical Education and Athletics
A study of the organization and administration of physical education and athletics with particular reference to management, logistics, legal issues, budgeting, facilities, etc. Credit, 3 semester hours.

PED 4240. Tests and Measurement in Physical Education
An analysis of the methods of testing and evaluating in physical education; also an overview of statistics and data interpretation. Credit, 3 semester hours.

PED 4750. Sport Business and Management
Course covers the sports administration and management industry to include economics, finance, budgeting, marketing, promotion, public relations, business administration, athletic enterprise, business ethics, situational analysis, decision-making, sponsorship, licensing, etc. Credit, 3 semester hours.

PEDS 4xxx. Special Topics in HPER (RECS 4xxx)
Investigations into special topics in health, physical education, or recreation. Credit, 1-3 semester hours.

RECREATION (REC)

REC 2300. Officiating Sports (PED 2300)
An overview of the rules and mechanics of officiating various sports; practical experience via intramural officiating. Credit, 1 semester hour.

REC 3000. Introduction to Community Recreation
An introduction to the basic concepts of organized recreation including its philosophy, history, organizational patterns, programs, facilities, and leadership. Credit, 3 semester hours.

REC 3320. Recreation Programming
Explores the purpose and functions of programs, planning principles, objectives, organizational behavior, and evaluation. Translates program plans into practical situations. Credit, 3 semester hours.

REC 3400. Exercise and Sport Psychology (PED 3400)
A study of the psychological theories and techniques that can affect motivation, performance and personal growth as associated with exercise and sport. Credit, 3 semester hour.

REC 4000. Introduction to Therapeutic Recreation
Course is a survey of the history, philosophy, concepts and trends in therapeutic recreation services; types of individuals served, settings and services provided, and the roll of the therapeutic recreation specialist. The course is designed to provide an overview of therapeutic recreation services as a leisure service delivery system and the impact of a disability on the individual as well as personal and societal responses to people with disabilities. Credit, 3 semester hours.

REC 4160. Outdoor Recreation Service
Provides basis for understanding the administrative process related to the delivery of leisure services. Explores legal foundations, management systems and principles, organizational behavior, political systems, and evaluation. Credit, 3 semester hours.

REC 4250. Leisure and Wellness for Older Adults (HLTH 4250)
The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adulthood related to fitness and leisure activities utilizing a theoretical and practical approach. Credit, 3 semester hours.

REC 4400. Tourism and Commercial Recreation
Examines the principles, practices, and philosophy of the travel industry. Explores the diversity of commercial recreation enterprises, general trends, and personal attributes associated with a career in these fields. Credit, 3 semester hours.

RECS 4xxx. Special Topics in Recreation (PEDS 4xxx)
Investigations into special topics in health, physical education, or recreation. Credit, 1-3 semester hours.

ATHLETIC TRAINING EDUCATION PROGRAM DETAILS

Program Overview

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). In order to sit for the Board of Certification (BOC) exam, students must graduate from a CAATE-accredited Athletic Training Education Program. Once a student passes the BOC exam and graduates from the CAATE-accredited ATEP, he/she will hold the credential of certified athletic trainer (AT). The ATEP provides the educational and clinical foundation to prepare students to successfully challenge the BOC exam; however, successful completion of the program does not guarantee that a student will pass the BOC exam. The program provides students with the knowledge and skills necessary to work with all aspects of injury, illness, and performance associated with physically active populations.

Students apply for acceptance into the ATEP during the fall of their sophomore year. Once accepted into the program, students begin the professional phase of the program. Students are required to be in the professional phase of the program for a minimum of five semesters. Because the program is structured with required courses only offered in certain semesters and each semester's content builds on the previous semester(s), students must progress through the program following the designated sequence.

Each semester students take a clinical education course which includes clinical rotations either on- or off-campus. During the first semester in the program students will complete three five-week rotations. In the remaining four semesters, students are assigned to rotations for a sport season in addition to completing rotations in a physical therapy clinic and physician office. Rotations are assigned to ensure that each student is exposed to a variety of pathologies and populations (i.e.. upper extremity injuries, lower extremity injuries, equipment intensive sports, contact, non-contact sports, adolescents, general population, etc.).

Many students elect to pursue graduate studies after graduation from the program. It is recommended that students wishing to pursue graduate studies maintain a 3.5 QPA or higher. Students are responsible for determining what pre-requisites are needed for a given graduate program and should understand that those courses would be considered university-wide electives. Furthermore, elective courses/labs cannot conflict with required clinical rotations or courses. As a result, an additional semester(s) and/or summer school may be needed to complete electives after completion of the ATEP.

ATEP Mission Statement

It is the mission of the Athletic Training Education Program (ATEP) at The University of North Carolina at Pembroke to develop competent entry-level athletic trainers capable of addressing the health-care needs of the physically active in a global society. Our distinctly diverse student body and multi-ethnic region prepare our graduates to provide quality healthcare to diverse populations in many different healthcare settings.

The UNCP ATEP faculty strives to integrate technology in the classroom to encourage active student learning, critical and creative thinking, and public service. The faculty is committed to personalized teaching in order to promote the intellectual and personal growth of each student. Our small class size allows for individualized learning where the incorporation of evidence-based medicine creates a foundation for clinical practice. Spacious modern facilities, unlike any other in the region, provide the clinical setting for student skill development and patient interaction.

This exposure to evidence-based medicine concepts will provide students with the tools needed to become evidence-based practitioners who value research and possess the ability to think critically. The foundational behaviors of the athletic trainer create a framework for the comprehensive competency-based didactic and clinical education components of the program. The mission of the ATEP is aligned with the overall mission of The University of North Carolina at Pembroke.

ATEP Goals

1. The student will develop individual responsibility with respect to their education, per-

sonal integrity and ethics, and respect for diverse people and cultures.
2. The student will demonstrate the ability to communicate effectively by both oral and written means with patients, peers, athletic staff, and other allied health professionals.
3. The student will demonstrate active professional development and involvement through membership in professional organizations and foster an appreciation for life-long learning.
4. The student will demonstrate the ability to perform the psychomotor skills of the competency areas (risk management and injury prevention; pathology of injuries and illnesses; orthopedic clinical examination and diagnosis; medical conditions and disabilities; acute care of injuries and illnesses; therapeutic modalities; conditioning and rehabilitative exercise; pharmacology; psychosocial intervention, and referral; nutritional aspects of injuries and illnesses; health care administration; professional development and responsibility).
5. The student will demonstrate learning over time by analyzing and synthesizing the didactic and psychomotor knowledge of the content areas to effectively problem-solve and make clinical decisions.

Admission Requirements

Admission to the ATEP is competitive and the number of applicants accepted and enrolled into the Athletic Training Education Program is limited and is based on the applicants predicted ability to succeed in the strenuous professional program. The admission process is non-discriminatory with respect to race, color, creed, gender, sexual orientation, age, disabling conditions (handicaps), and national origin. Depending on the number of applicants, it is possible that not all applicants who meet the minimum requirements will be admitted. Consistent with university policy, the ATEP offers admission to applicants whose credentials present the best qualifications among those who meet the minimum requirements.

Students who meet the minimum requirements may apply for acceptance to the ATEP in the fall of their sophomore year. Transfer students should contact the Program Director as soon as possible prior to transferring for information on the application process. Applicants must meet the following minimum academic requirements as well as submit a completed Athletic Training Education Program application packet:

1. Cumulative QPA of 2.3 or higher in all college course work;
2. Successful completion (C or better) of the following pre-requisite courses:
    - Biology 1000 OR 1030
    - PED 3490 Anatomy and Physiology
    - MAT 1070 College Algebra
    - ATH 1040 Introduction to Athletic Training
    - HLTH 1060 Safety and First Aid
    - PED 3480 Kinesiology
    - CHM 1300 and 1100 (lab) OR CHM 1400 and 1120 (lab);
3. Completion of a formal letter of application addressed to Mrs. Susan Edkins, Program Director. Applicants should indicate their reasons for applying to the ATEP and include a statement of their career goals upon completion of the B.S. in Athletic Training degree;
4. Completion of the ATEP Application available from the Program Director;
5. Signed copy of the Technical Standards (available on the website at www.uncp.edu/hper/training);
6. Physical examination to be completed at Student Health Services (form available from the Program Director);
7. Verification of Immunizations to be completed by Student Health Services;
8. Completed professional recommendation forms from two UNCP faculty members, ATC's, other allied health care professionals, or other appropriate individuals;
9. A formal interview with the Athletic Training Admissions Committee;

10. Completion of a minimum of 50 hours of clinical observation and the Pre-Professional Observation Packet with a certified athletic trainer (documentation form available from the Program Director).

Satisfactory Progression Policy

In order to remain in the professional phase of the ATEP, students are required to earn a C or better in all ATH, ATHL, and PED courses. Failure to earn a C or higher in a course will result in the student having to repeat the course at the next available offering.

Based on the sequential course of study, students will be suspended from the ATEP until the deficient course is successfully completed in the following circumstances:

- Failure to earn a C or higher in an ATHL course (2040, 2050, 3040, 3050)
- Failure to earn a C or higher in a Clinical Education course (ATH 2000, 2010, 3000, 3010, or 4000)
- Failure to earn a C or higher in ATH 4900

Students will be dismissed from the ATEP (and not permitted to major in Athletic Training) in the following circumstances:

- Failure to earn a C or higher in more than one ATH course in one semester
- Failure to earn a C or higher when repeating an ATH, ATHL, or PED course
- Being placed on probation from the ATEP in two consecutive semesters

In addition to the coursework, students are required to maintain the following items each year in order to remain in the professional phase of the ATEP:

- Current certification in CPR for the Professional Rescuer
- NATA Membership
- Professional Liability Insurance

Transfer Students

Transfer students will be allowed to formally apply to the program the semester before entering the University. It is the student's responsibility to contact the ATEP Program Director and obtain the necessary forms/documents to complete the application process. Each student will be expected to complete the same requirements as the prospective UNC Pembroke ATEP students. After formal acceptance into the program, the transfer student will be allowed to enroll immediately in clinical and professional courses and to begin supervised clinical assignments. Any clinical work completed by the transfer student before acceptance into UNCP's ATEP will not be accepted towards course substitution in regards to clinical rotations. Students are not permitted to receive transfer credit for ATH courses other than ATH 1040 and 1090.

Associated Program Fees

The student is responsible for the following additional costs associated with the Athletic Training Education Program: professional liability insurance; transportation to off-campus rotation sites; uniform items; NATA Membership; UNC Pembroke Athletic Training Student Association dues. The ATEP provides students with the other necessary supplies.

Technical Standards for the Athletic Training Education Program

The Athletic Training Education Program at the University of North Carolina at Pembroke is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer as well as CAATE standards. All students admitted to the ATEP must meet the abilities and expectations outlined below. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a

student's eligibility for the BOC certification exam.

Candidates for selection must demonstrate:

1. The ability to assimilate, analyze, synthesize, integrate concepts and problem-solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical exams using accepted techniques, and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients;
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
4. The ability to record physical exam results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well, during periods of high stress;
6. The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced;
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection into the program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The University of North Carolina at Pembroke is committed to providing an accessible and supportive environment for students with disabilities. Disability Support Services will evaluate a student who states he/she could meet the program's technical standards with accommodations and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize clinician/patient safety or the educational process of the student or the institution, including all coursework, clinical education, and clinical experiences deemed essential to graduation.

AEROSPACE STUDIES

Director: Lt. Colonel Allen Gradnigo (U.S. Air Force)

Captain Alycia Lascek

AIR FORCE ROTC PROGRAM

General Military Course courses are available for the freshman and sophomore years, and Professional Officers Course courses are available for the junior and senior years.

Advanced credit for a portion of the freshman/sophomore curriculum may be granted for previous participation in high school junior ROTC, Army or Navy Senior ROTC, Civil Air Patrol, military school, or prior active military service.

Qualifications

The general qualifications for general military course entry are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character, and (d) attending a college or university offering the AFROTC Four-Year Program or a college or university which has a cross-town enrollment agreement with an institution hosting the AFROTC Program. UNC Pembroke has a cross-town enrollment agreement.

OBJECTIVES

The objectives of the Aerospace Studies program are as follows:

* To recruit, train and produce a highly qualified Air Force officer capable of performing effectively in an assigned Air Force specialty.
* To provide a curriculum which is dynamic and responsive to the educational requirements of the Air Force junior officer.
* To provide relevant pre-professional preparation for future Air Force officers in their freshman and sophomore years.
* To provide relevant pre-professional preparation for future Air Force officers pursuing the Professional Officers Course.
* To stimulate the optimum development of military leadership among students through meaningful experience provided within a functional context.
* To motivate students to pursue flying careers and to provide practical indoctrination in flight operations.
* To strengthen each cadets' sense of personal integrity, honor, and individual responsibility and enhance knowledge of how the U.S. Air Force serves the national interest.

PROGRAM REQUIREMENTS

To be eligible for the General Military Course (GMC), each individual must:

* Be a full-time student.
* Be 14 years of age or older.
* Be a U.S. citizen (there are provisions for aliens to participate in the GMC program).
* Be of good moral character.
* Meet University medical standards for admission to the institution.
* Not have been disqualified by disenrollment from an officer training program.

To be eligible for the Professional Officers Course (POC), each individual must:

* Be a full-time student and scheduled to receive a baccalaureate degree.
* Be a U.S. citizen.
* Be of good moral character.
* Be certified Medically Qualified by appropriare Air Force medical authorities.
* Be at least 17 years of age.
* Be in good academic standing.

* Successfully complete either GMC or equivalent training and a four-week Field Training Course.
* Attain a minimum qualifying score on the Air Force Officers Qualifying Test.
* Have two academic years remaining when entering the POC.

PROGRAM

The General Military Course (GMC) is an introductory level course dealing with mission, organization and function of the U.S. Air Force, and with development of air power into a prime element of national security. The GMC is developmental in nature and is designed to motivate and prepare cadets for entry into the Professional Officers Course (POC). The standard GMC is a two-year course in Aerospace Studies (ARS). The first year is designated ARS 111 and 112 and the second year ARS 211 and 212. The GMC totals approximately 120 clock hours consisting of a suggested 60 hours of academics and 60 hours of Leadership Laboratory.

The POC subject matter includes a study of the United States armed forces' role in contemporary society, and the role of the professional officer as a member of society along with theoretical and applied leadership management and communicative skills. The POC is designed to prepare cadets for active duty as Air Force officers. It is a two-year course of instruction in Aerospace Studies (ARS) and is normally designated ARS 311 and 312 for juniors and ARS 411 and 412 for seniors. The POC totals approximately 240 clock hours, i.e., 120 hours per year consisting of 90 hours of academic and 30 hours of Leadership Laboratory.

Leadership laboratory provides cadets with practical command and staff leadership experiences through performing various tasks within the framework of the organized Cadet Corps. Leadership Laboratory accounts for 120 hours of the 360 hours normally allocated to Aerospace Studies.

Field Training is an off-campus training program held at Maxwell Air Force Base, Montgomery, AL, during the summer before cadets enter the POC. All cadets attend a four-week encampment. The Flight Instruction Program is an integral part of the Air Force ROTC program. The course is offered to a limited number of highly qualified ROTC cadets who are within 24 months of established commissioning date.

Uniforms and textbooks for Air Force ROTC are provided by the Federal Government. All students enrolled in the final two years of Air Force ROTC are under contract. Students under contract or scholarship receive a subsistence allowance of $300 per month for ARS 100 students, $350.00 per month for ARS 200 students, $450.00 per month for ARS 300 students, and $500.00 per month for ARS 400 students. A limited number of selected students enrolled in the Air Force ROTC program may qualify for scholarships. All scholarships pay the subsistence allowance, fees, tuition, and an annual textbook allowance.

During the four weeks of the Field Training Encampment, all students receive pay and travel allowance.

Students may transfer credits received in other ROTC units established under the provisions of the National Defense Act. ROTC credits may be used as free electives. Prior to commissioning, a student must complete requirements for and receive a baccalaureate degree (or higher degree.) Each student must satisfactorily complete a course in mathematical reasoning prior to receipt of a commission; a list of these courses is available in the Aerospace Studies office.

Students enrolled in the program under a four-year AFROTC Scholarship must satisfactorily complete a 3-credit hour course in English composition prior to the end of the GMC tenure to maintain scholarship entitlement. GMC cadets receiving scholarships of less than four year duration will have two academic years from scholarship activation to complete the English composition requirement; English composition courses satisfying this requirement are listed in the Aerospace Studies office.

COURSES (ARS)

ARS 1110 & ARS 1120. The Foundation of the USAF

This is a survey course designed to introduce students to the U.S. Air Force and Air Force Reserve Officer Training Corps. Featured topics include: Air Force mission and organization; officership and professionalism; military customs and courtesies, officer opportunities; group leadership; and an introduction to problem-solving skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with fellowship experiences. Credit, 1 semester hour each semester.

ARS 2110 & ARS 2120. Evolution of USAF Air and Space Power

This is a survey course designed to facilitate the transition from Air Force ROTC cadet to Air Force ROTC officer candidate. Featured topics include: Air Force heritage and leaders, Quality Air Force, an introduction to ethics and values, introduction to leadership, group leadership problems, and continuing application of communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with their first opportunity for applied leadership experiences discussed in class. Credit, 1 semester hour each semester.

ARS 3110 & ARS 3120. Air Force Leadership and Management

ARS 3110 & 3120 is a study of leadership, quality management fundamentals, professional knowledge, Air Force doctrine, leadership, ethics, and communications skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advance leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Credit, 3 semester credits hours for each semester.

ARS 4110 & ARS 4120. National Security Affairs/ Preparation for Active Duty

ARS 4110 and ARS 4120 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.

MILITARY SCIENCE (ARMY ROTC)

Director: Capt. Larry Pitts

Scott D'Alessandro

ARMY ROTC PROGRAM

Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for admittance into the Advanced Course.

Prior service in the military, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the University are commissioned as Second Lieutenants into the U.S. Army.

Qualifications

The general qualifications for entry into the ROTC Program are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character; and (d) being enrolled as a full-time student at UNCP.

OBJECTIVES

The objectives of the Army ROTC Program are to attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor, and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning, and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

The Army ROTC Program is of modular construction and is composed of a Basic and an Advanced Course. Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for admittance to the Advanced Course. Prior military service, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based on demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the university are commissioned as second lieutenants.

COURSES (MSC)

BASIC COURSES

MSC 1010. Leadership and Personal Development

MSC 1010 introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Focus is placed on developing basic knowledge and comprehension of Army Leadership Dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Credit, 1 semester hour.

MSC 1020. Foundation in Leadership

MSC 1020 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of cadets. Cadre role models and the building of stronger relationships among the cadets through common experience and prac-

tical interaction are critical aspects of the MSC 1020 experience. 1 hour lab per week and 1 hour lecture. Credit, 1 semester hour.

MSC 1800. Military Physical Training (PED 1800)

Taught by a military instructor.

MSC 2010. Innovative Tactical Leadership

MSC 2010 explores the dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of rank, uniform, customs, and courtesies. Leadership case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos. 1 hour lab per week and two hours lecture. Credit, 3 semester hours.

MSC 2020. Leadership in Changing Environments

MSC 2020 examines the challenges of leading in complex contemporary operational environments (COE). Dimensions of the cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical Army leadership tasks and situations. Provides a smooth transition into MSC 3010. Cadets develop greater self-awareness as they practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real world scenarios. 1 hour lab per week and 2 hours lecture. Credit, 3 semester hours.

ADVANCED COURSES

MSC 3010. Adaptive Team Leadership

MSC 3010 challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Cadets begin to analyze and evaluate their own leadership values, attributes, skills, and actions. Primary attention is given to preparation for LDAC and the development of leadership qualities. Three (3) lecture hours and 1½ laboratory hours per week. Credit, 3 semester hours. PREREQ: Completion of ROTC Basic Course, Basic Camp or equivalent.

MSC 3020. Leadership Under Fire

MSC 3020 uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading, and motivating team members when "under-fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the ROTC Leader Development Assessment Course (LDAC). Cadets are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to troop leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency in Garrison operations orders. MSC 3020 cadets are evaluated on what they know and do as leaders. Three (3) lecture hours and three (3) laboratory hours per week. Credit, 3 semester hours. PREREQ: Completion of MSC 3010 or equivalent.

MSC 4010. Developing Adaptive Leaders

MSC 4010 develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC cadets. Cadets are challenged to analyze, evaluate, and instruct younger cadets. Both their classroom and battalion leadership experiences are designed to prepare them for their first unit of assignment. Cadets identify responsibilities of key staff, coordinate staff roles and use situational opportunities to teach, train, and develop subordinates. Three (3) lecture hours and 1½ laboratory hours per week. Credit, 3 semester hours.

MSC 4020. Leadership in a Complex World

MSC 4020 explores the dynamics of leading in the complex situations of current military operations. Cadets examine difference in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are examined and evaluated. Significant emphasis is placed on preparing cadets for their first unit of assignment. Case studies, scenarios, and "What Now, Lieutenant?" exercises are used to prepare cadets to face complex ethical and practical demands of leading as commissioned officers in the United States Army. Three (3) lecture hours and three (3) laboratory hours per week. Credit, 3 semester hours. PREREQ: Completion of MSC 4010.

MSC 4210. The American Military Experience (HST 4O60)

A survey of American Military History concentrating on the major factors and events which have influenced US foreign policy during periods of war and peace. Credit, 3 semester hours. PREREQ: Completion of MSC 3010 or 3020.

SCHOOL OF GRADUATE STUDIES

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Associate Dean: Irene Pittman Aiken

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SCHOOL OF GRADUATE STUDIES MISSION STATEMENT

The mission of the School of Graduate Studies of The University of North Carolina at Pembroke is to provide quality master's level degree programs and opportunities for continuing professional and career development for students whose academic preparation and personal characteristics predict success in graduate studies.

ABOUT THE GRADUATE SCHOOL AND GRADUATE PROGRAMS

The University of North Carolina at Pembroke offers eighteen master's degrees, all designed to enhance a student's development as a professional and a scholar. Graduate programs provide in-depth study of a discipline under the guidance of faculty members who are committed to students' intellectual growth. Emphasizing a personal and relevant approach to post-baccalaureate education, UNC Pembroke challenges students to take their skills and knowledge to a new level of mastery.

The School of Graduate Studies emphasizes depth of study, academic rigor, and reflection. Graduate programs seek to foster in students a desire for excellence, a sustained commitment to learning, an openness to change, a social consciousness, and a respect for human diversity. The programs also strive to ensure the development of students into leaders of their professions.

Each graduate program is firmly grounded in theoretical and empirical bodies of knowledge. Students are challenged to think critically and creatively, and to apply theory to practice in an atmosphere of inquiry and dynamic exchange with faculty and each other.

Faculty share the University's commitment to academic excellence in a balanced program of teaching, research, and service. They are committed to excellence in teaching, engaging in the generation of knowledge, and serving their communities and professions.

Flexible course schedules and course formats are designed to make courses readily available to students. In addition to its offerings on the main campus, the School of Graduate Studies offers selected classes and programs at satellite locations, primarily community colleges. All programs offer online and/or hybrid courses. The M.P.A. degree is offered as an on-campus or an online program, and the M.A.Ed. in Elementary Education is offered as an online program.

LOCATION

While graduate classes may be offered at a variety of campus and off-campus sites, the location for all inquiries regarding graduate admissions, policies, and procedures is the School of Graduate Studies, which is located in Room 124 of Lindsay Hall. The main telephone number for this office is (910)-521-6271; the fax number is (910) 521-6751. Additional information about graduate studies may be accessed through the school's website: http://www@uncp.edu/grad/. The mailing address is

School of Graduate Studies
The University of North Carolina at Pembroke
P.O. Box 1510
Pembroke, NC 28372

GRADUATE PROGRAMS, POLICIES, AND PROCEDURES

GRADUATE PROGRAMS OFFERED

The following master's level programs are available:

Master of Arts (M.A.) in Art Education
Master of Arts (M.A.) in English Education
Master of Arts (M.A.) in Mathematics Education
Master of Arts (M.A.) in Music Education
Master of Arts (M.A.) in Physical Education
Master of Arts (M.A.) in Science Education
Master of Arts (M.A.) in Social Studies Education
Master of Arts in Education (M.A.Ed.) in Elementary Education
Master of Arts in Education (M.A.Ed.) in Middle Grades Education
Master of Arts in Education (M.A.Ed.) in Reading Education
Master of Arts in Education (M.A.Ed.) in Clinical Mental Health Counseling
Master of Arts in Education (M.A.Ed.) in Professional School Counseling
Master of Arts in Teaching (M.A.T.) with licensure in Art Education, Music Education, Physical Education, Middle Grades Education (Language Arts, Mathematics, Science, Social Studies), and Secondary Education (English, Mathematics, Science, Social Studies)
Master of Business Administration (M.B.A.)
Master of Public Administration (M.P.A.)
Master of School Administration (M.S.A.)
Master of Science in Nursing (M.S.N.)
Master of Social Work (M.S.W.)

ADD-ON LICENSURES

English as a Second Language (ESL)
Master of School Administration

GRADUATE SCHOOL POLICIES AND PROCEDURES

Policies and procedures common to all graduate programs of The University of North Carolina at Pembroke appear in the following pages. The School of Graduate Studies and the Graduate Council are responsible for ensuring the accuracy of this section on Graduate School policies and procedures.

Detailed information on each program, including requirements specific to individual programs, is contained in subsequent pages. The academic departments that house the graduate programs are responsible for ensuring that the information in the program sections is accurate. Program curricula, course offerings, and course schedules are determined by the individual departments/schools/colleges.

All students must meet the requirements of the catalog that was current at the time they entered this institution, or a subsequent catalog. Students will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog. If students' attendance is interrupted for more than one year, they must meet the requirements of the catalog in effect at the time of readmission, or those of a subsequent catalog.

Prospective students are urged to read this information carefully and to refer to this catalog throughout their enrollment at UNCP. Information about the School of Graduate Studies and the University's graduate programs also is available on the Graduate Studies website (www.uncp.edu/grad). Links to the graduate programs, as well as other resources for graduate students and graduate faculty can be accessed from this website.

GRADUATE SCHOOL ADMISSIONS POLICIES

Overview of the Graduate School Admissions Process

UNCP welcomes applications from qualified persons who have earned a baccalaureate degree and whose academic preparation and aptitude predict success in graduate studies. To be considered for admission to the Graduate School, an applicant must have an earned bachelor's degree from an accredited college or university as determined by a regional or general accrediting agency. Applicants whose undergraduate degrees are still in progress may apply for provisional admission except where precluded by program requirements. Information on accredited institutions is available from the Graduate School. Exceptions on standard accreditation may be granted for applicants with international degrees, including applicants with three-year degrees from institutions in Europe participating in the Bologna Process. Information about the Bologna Process can be found at http://www.ond.vlaanderen.be/hogeronderwijs/bologna.

The Graduate Studies website (www.uncp.edu/grad) provides important information for prospective students, including application forms and requirements, submission guidelines, application deadlines, and timeframes for admission. Additional information is available on the website of the specific degree program.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNCP may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the School of Graduate Studies of the University.

Admission Deadlines

Application materials and all supporting documentation should be submitted to the School of Graduate Studies at least one month prior to the projected enrollment date (at least six months prior to the projected enrollment date for international students), or by the application deadline established by specific programs. Students may enter most programs at the beginning of any semester or summer term; however, some programs have established program-specific admission timeframes. Some

programs may offer the option of early provisional admission to promising undergraduates, pending completion of their degrees.

The following programs have established program-specific admissions deadlines:

Program	Fall Deadline	Spring Deadline	Summer Deadline
Clinical Mental Health Counseling and Professional School Counseling	May 1	November 1	No admissions
Nursing (M.S.N.)	May 15	November 1 (limit of 10)	No admissions
Public Administration	April 1	October 15	No admissions
Reading Education	Contact program	Contact program	Contact program
Social Studies Education (M.A. & M.A.T.)	July 31	December 1	April 15
Social Work (M.S.W.)	Contact program	No admissions	Advanced Standing only—Contact program for date

The Admissions Decision

The Dean of Graduate Studies and Research and the director of the appropriate graduate degree program evaluate all applications that meet the basic eligibility criteria (see admission requirements below). Meeting the minimum qualifications for general admission to the School of Graduate Studies of the University does not guarantee admission to a specific program.

The admissions decision is made by the Dean of Graduate Studies and Research upon recommendation from the appropriate director of a graduate degree program. No single consideration dictates decisions on applications; instead, numerous factors and their relationships to one another enter into such decisions. The program director's recommendation and the Dean's official admission decision are based upon an analysis of both quantitative and qualitative data submitted by the applicant. These are defined as follows:

Quantitative Criteria: Quantitative criteria are those data with numerical values. These commonly include the applicant's scores on standardized tests (e.g., the Graduate Record Exam {GRE}, the Miller Analogies Test {MAT}, or the Graduate Management Admissions Test {GMAT}) and the applicant's grade point average (GPA). Consideration may be given to any additional numerical information that the prospective graduate student submits.

Qualitative Criteria: The Dean of Graduate Studies and Research and the graduate program directors are open to receiving additional evidence of an applicant's educational endeavors and experience. While individual degree program admission requirements may vary (see the Graduate Studies website {www.uncp.edu/grad} and the websites of the individual programs for specifics), the following documents are especially useful to the School of Graduate Studies:

a) letters-of-recommendation from former professors, immediate supervisors of employment, and professional colleagues;
b) essays detailing professional experiences and objectives in pursuing graduate studies;
c) a professional résumé.

Categories of Admission

The School of Graduate Studies of The University of North Carolina at Pembroke admits graduate students in one of the following categories:

a) full admission to a program,
b) provisional admission to a program,
c) special admission to the Graduate School,
d) enrichment students, and
e) visiting graduate students.

These categories are further explained in the sections below. Admissions requirements, international student admission requirements, and entrance examinations are also described. All students seeking to enroll in any graduate class must be admitted to the School of Graduate Studies, or they must have specific permission from the Dean of Graduate Studies and Research.

In addition to the categories of admission listed above, the Dean of Graduate Studies and Research may grant permission to seniors at UNCP who are within nine (9) semester hours of graduation to take up to six (6) hours of graduate course work. Further information concerning undergraduate enrollment for graduate courses is provided below.

General Admission Requirements: Full or Provisional Admission to a Program

To be eligible for consideration for full or provisional admission to a degree program, an applicant must:

a) submit a completed application form to the School of Graduate Studies;

b) pay a $45.00 non-refundable application fee ($60.00 for international applicants; see below for additional information for international applicants);

c) submit one official transcript from **all** colleges/universities attended, including an official transcript indicating that the applicant received a baccalaureate degree from an accredited institution of higher learning and stating the date the degree was awarded; applicants who have not yet completed their undergraduate degree may be offered provisional admission, but failure to produce the official transcript verifying conferral of a baccalaureate-level degree during the first semester of graduate enrollment will result in a withdrawal of the offer of admission, withdrawal from all current classes, a registration hold, and forfeiture of tuition and fees;

d) have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;

e) submit an official report of satisfactory scores on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE) {required for M.P.A.}, or the Graduate Management Admissions Test (GMAT) (see below for additional information about the standardized entrance examination requirement); MBA program will accept GRE or GMAT scores only. MSN applicants may be allowed to waive the Entrance Examination requirement if their overall undergraduate GPA is ≥ 3.5 (out of 4.0).

f) have three academic and/or professional recommendations submitted on their behalf. At least one recommendation should be from a college/university faculty member in the undergraduate major of the applicant; others should be from the applicant's employer/supervisor, if applicable;

g) submit a copy of a current NC teaching license, or a current license from another state, if applying to the M.S.A. program, an M.A.Ed. program (except for Clinical Mental Health Counseling and Professional School Counseling programs), or an M.A. licensure program (see below for additional information about the licensure requirement for admission to education programs).

In some cases, additional information such as an essay, personal interview, background check, or audition may be required. See the program-specific admissions requirements and preferred references that are posted on the Graduate Studies website (www.uncp.edu/grad) and/or on the individual program websites and in the individual program sections of this catalog.

Information about the admissions requirements for international students can be found in a separate section below and on the Graduate Studies website.

General Admissions Requirements: Special Admission to the Graduate School

Students seeking admission into this category are those who, because of extenuating circumstances, may be unable to submit all documents required for full or provisional admission prior to the

beginning of a semester or summer term. Students granted this non-matriculated special admission status may register for one semester only, for no more than six (6) semester hours. These students are admitted to the Graduate School; they are not admitted into a degree-granting program of an academic department. Students in this category should seek to convert their admission into full or provisional status as soon as possible. All degree-seeking students who enroll with special admission status will have their records inactivated after one semester. Further enrollment is prohibited without a change of admissions status.

To be eligible for consideration for special admission status to the Graduate School, an applicant must:

a) submit a completed application to the School of Graduate Studies;
b) pay a $45.00, non-refundable application fee ($60.00 for international applicants; see below for additional information for international applicants);
c) submit an official transcript indicating that he/she received a baccalaureate degree from a regionally accredited institution of higher learning and including the date the degree was awarded;
d) have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;
e) submit a copy of a current NC teaching license, or a current license from another state, if applying to the M.S.A. program, an M.A.Ed. program (except for Clinical Mental Health Counseling and Professional School Counseling programs), or an M.A. licensure program (see below for additional information about the licensure requirement for admission to education programs).

General Admissions Requirements: Enrichment Students

Applicants who possess a baccalaureate degree from an accredited institution of higher learning, who are not enrolled in degree programs at other institutions, and who wish to complete courses at UNCP for personal or professional enrichment may qualify for admission as enrichment students. Students in this category cannot enroll for more than six (6) semester hours in a semester. Continuation of enrollment beyond one semester in this category requires the written approval of the Dean of the School of Graduate Studies. A maximum of six (6) semester hours (if appropriate and within the time limit) earned as a special student may later be applied toward degree requirements.

Individuals seeking to enroll in enrichment studies must meet the same admissions requirements as those stated above for special admission:

a) submit a completed application to the School of Graduate Studies;
b) pay a $45.00, non-refundable application fee ($60.00 for international applicants; see below for additional information for international applicants);
c) submit an official transcript indicating that he/she received a baccalaureate degree from a regionally accredited institution of higher learning and including the date the degree was awarded;
d) have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year.

General Admissions Requirements: Visiting Graduate Students

Visiting graduate students enrolled in the graduate schools of accredited institutions of higher learning are welcome at The University of North Carolina at Pembroke. Qualified visiting graduate students may study for one semester or summer at UNCP and transfer credits back to their home institutions after securing the written approval of the Dean of the School of Graduate Studies. To gain admission as a visiting graduate student, an applicant must be in good standing at, and be eligible

to return to, the home institution. The decision to admit visiting graduate students rests with the Dean of the School of Graduate Studies. Also, visiting graduate students who wish to enroll for an additional semester must secure the written approval of the Dean of the School of Graduate Studies.

To be eligible for admission consideration as a visiting student, an applicant must:

a) submit an application to the School of Graduate Studies;

b) pay the non-refundable application fee of $45.00 ($60.00 for international applicants; see below for additional information for international applicants);

c) submit a letter-of-good-standing signed by the graduate dean (or an appropriate official) of their home graduate school specifying the course(s) for which transfer credit may be earned.

International Students: General Admissions Requirements

The School of Graduate Studies of The University of North Carolina welcomes applications from potential graduate students from other nations. Applicants from non-English-speaking nations must provide evidence of proficiency in the English language with their applications for admission to the University's Graduate Programs. Scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) are required. I-20 or DS-2019 forms will not be issued until the student is officially accepted into a Graduate School program. All documents must be submitted directly to the School of Graduate Studies at least six months prior to the projected date of enrollment.

To be eligible for consideration for admission as an international student, an applicant must:

a) submit a completed application to the School of Graduate Studies;

b) pay the non-refundable application fee of $60.00;

c) submit one official transcript from all colleges/universities attended, including an official transcript indicating that the applicant received the equivalent of a baccalaureate degree and stating the date the degree was awarded;

d) submit an official transcript evaluation report from World Education Services or International Education Services;

e) have a sarisfactory undergraduate academic record;

f) submit an English translation of all transcripts;

g) submit an official report of satisfactory scores on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE) {required for M.P.A.}, or the Graduate Management Admissions Test (GMAT) (see below for additional information about the standardized entrance examination requirement); MBA program will accept GRE or GMAT scores only. MSN applicants may be allowed to waive the Entrance Examination requirement if their overall undergraduate GPA is ≥ 3.5 (out of 4.0);

h) provide evidence of proficiency in the English language by submitting satisfactory scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), if English is not the native language;

i) have three academic and/or professional recommendations submitted on their behalf, including at least one recommendation from a college/university faculty member in the undergraduate major of the applicant and others from the applicant's employer/supervisor, if applicable;

j) submit official proof of financial support.

Additional information about these admissions requirements for international students can be found on the Graduate Studies website.

Standardized Entrance Examination Requirement for Admission

Applicants are required to submit an official report of satisfactory scores on an appropriate standardized entrance examination. MSN applicants may be allowed to waive the Entrance Examination requirement if their overall undergraduate GPA is ≥ 3.5.

a) Miller Analogies Test: The Miller Analogies Test or MAT is accepted by the School of Graduate Studies for all graduate programs except the M.P.A. or the M.B.A. This examination is offered on a regular basis by the Counseling and Testing Center located in room 243 of the Chavis University Cenrer on the campus of The University of North Carolina at Pembroke. To schedule a sitting for the MAT, applicants may telephone (910) 521-6202. Additional

information is available at the Center's website (www.uncp.edu/ct).

b) Graduate Record Examination: The Graduate Record Examination (GRE) is required for the M.P.A. Program. It is accepted by the School of Graduate Studies for all graduate programs. It is offered by the Educational Testing Service (ETS) of Princeton, NJ. Additional information is available at the ETS website (www.gre.org).

c) Graduate Management Admissions Test: The Graduate Management Admissions Test (GMAT) is accepted for M.B.A. applications and is offered by the ETS. MBA students may also submit GRE scores. Additional information is available at the ETS website (www.mba.com).

If the applicant already holds a master's degree or above (e.g., master's, doctorate, J.D.), the entrance test requirement may be waived. The program director will make a recommendation to the Dean of Graduate Studies and Research concerning whether or not the applicant must take or retake the appropriate exam before an official admission decision is made.

Licensure Requirement for Admission to Education Programs

Applicants for all graduate degrees leading to licensure by the North Carolina State Board of Education—other than Master of Arts in Teaching degree—must submit a copy of any current licenses held. In some programs, students without current licensure are admitted to a non-licensure track and are required to sign a waiver of North Carolina Standard Professional I and M level licensure.

It is the individual's responsibility to determine the requirements of any licensure reciprocity agreement that may exist between North Carolina and another state. Reciprocity does not guarantee that all areas of licensure will transfer directly from one state to another. The applicant is encouraged to contact the School of Education Licensure Office and/or the North Carolina Department of Public Instruction concerning licensure requirements and reciprocity agreements with other states.

Enrollment for Additional Graduate Licensure

Students who possess graduate (M level) licensure by the North Carolina State Board of Education may enroll in some graduate programs to earn additional graduate licensure. Students who wish to exercise this option must apply to the Graduate School for admission. The School of Education Licensure Officer and the program director will identify the requirements for a recommendation for additional graduate licensure to be forwarded to the Department of Public Instruction by UNCP. This enrollment status does not qualify one for an additional degree.

Students who hold a master's degree in a counseling area (e.g., Community Counseling, Agency Counseling, Mental Health Counseling) and who wish to obtain licensure as a school counselor and students who possess graduate licensure in a teaching area who wish to obtain a school administration license must apply for admission to the licensure-only program. Admission requirements are identical to those for the degree program. Additional information may be obtained from the School of Graduate Studies or from the specific program.

Second Master's Degree

Individuals who possess a master's degree and wish to enroll at UNCP to earn a second master's degree must apply for admission to the selected program area and, upon acceptance, complete all program requirements for that degree, including comprehensive examinations, if applicable. Graduate students may transfer in six to twelve credit hours (with a grade of B or better) with approval of the Program Director and the Graduate Dean according to the following sliding scale:

30-39 hours in the program—transfer up to 6 credit hours;

40-49 hours in the program—transfer up to 9 hours;

50+ hours in the program—transfer up to 12 hours.

These transfer credit hours are subject to the five-year time limit (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) applied to all course work credited toward the master's degree, with the exception of reinstated credits sanctioned by the Graduate Appeals Committee (see "Lapsed Credit " and "Appeals" sections of this catalog).

Undergraduate Enrollment for Graduate Courses

Provided they are otherwise qualified for admission to graduate study, seniors at UNCP who are within nine (9) semester hours of graduation may apply to the Dean of Graduate Studies and Research for permission to carry up to six (6) semester hours of graduate course work while completing the baccalaureate degree. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, applied toward the master's degree. Seniors who qualify and wish to enroll in a graduate course for undergraduate credit must obtain the signature of approval of their advisor, the chairperson of their department, and the Dean of the School of Graduate Studies. However, no graduate course approved for undergraduate credit can be applied toward a master's degree.

Medical History Forms and Immunizations

North Carolina State law (General Statute 130A 152-157) requires that all students entering college present a certificate of immunization, which documents that the student has received the required immunizations. This law applies to all students except the following: students registered in only off-campus courses; students attending night or weekend classes only; and students taking a course load of (4) credit hours or fewer and residing off campus. The form and additional information is available on the website of Student Health Services (www.uncp.edu/shs). Students whose medical history forms are not on file by the specified deadline each semester are administratively withdrawn from the University.

Student Health Insurance

Registered students taking six (6) or more credit hours are required to purchase the University of North Carolina system-wide Student Health Insurance Plan, with the following exceptions: distance education students (students taking only off-campus and internet courses) and students who submit evidence of equivalent coverage satisfactory to the policyholder. **All** students are automatically enrolled in the UNC system-wide plan each semester and are obligated for the cost of the plan for that semester **unless** the student submits a waiver request at www.studentinsurance.com that is successfully verified as creditable coverage. Registered students must visit www.studentinsurance.com to waive this insurance. An overview of the plan is available on the website of Student Health Services (www.uncp.edu/shs).

MASTER'S DEGREE REQUIREMENTS

Overview of Master's Degree Requirements

Each student is responsible for proper completion of his or her academic program, for familiarity with the University of North Carolina Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

To receive a master's degree from The University of North Carolina at Pembroke, students must successfully complete the prescribed program of study with a cumulative grade point average of at least a 3.0 on a 4.0 grading scale, successfully pass the written comprehensive examinations (or an equivalent requirement, if applicable), submit an application for graduation, and be approved by the appropriate program director. It is the responsibility of the student to file an application for graduation with the UNCP School of Graduate Studies by the deadline established by that office. The form is available on the Graduate School website. Candidates for the master's degree are expected to attend commencement exercises in the appropriate attire.

The following are the deadlines for graduate students to apply for graduation:

Summer Graduation	Fall Graduation	Spring Graduation
March 1	March 1	October 1

The graduation application fee is $90.00. A late graduation application fee of $25.00 applies after the deadlines stated above.

Programs of Study

The program of study prescribed for each graduate degree program is detailed in the separate sections of this catalog that follow. Based on their undergraduate records or professional experience, additional course work may be specified for individuals at the time of their admission. When such course work is required, it becomes part of a student's prescribed program of study and must be completed for the degree to be awarded. When such courses are undergraduate prerequisites, the grade earned is recorded on the student's undergraduate transcript.

Advisement

Each student admitted to full or provisional standing in the program is assigned a graduate faculty member from the academic department as an advisor. Initially, graduate students are expected to meet with their advisors to plan their programs of study. Thereafter, they are expected to periodically meet with their advisors for further guidance. Advisement sessions are scheduled each semester in conjunction with pre-registration. The registration process is completed on BraveWeb and requires a PIN, which must be obtained from the assigned advisor.

Level of Course Work

All course work applied toward the master's degree must be earned in courses designed for graduate students (numbered 5000 and above). No 4000-level or lower course work may be applied to the master's degree.

Time Limits

All course work applied toward the master's degree must have been completed within five years (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) of formal admission to the program. The time requirement is based upon the calendar. For example, if a student enrolls for a fall semester graduate course, then this student is one year into his/her time limit at the start of the next fall semester.

Written Comprehensive Examinations

Candidates for some master's degrees must pass written comprehensive examinations. The comprehensive examinations are administered by the programs that require them. The programs set the policies for the comprehensive exams, including the schedule, the registration process, the examination format, and retake procedures, if applicable. Information concerning comprehensive examinations is available from the program directors for the individual graduate degrees.

Research Requirement

Research projects are an integral part of graduate programs. If research for the project involves human subjects, the appropriate Institutional Review Board approval is required prior to collecting any data from or interacting with human subjects. Important information is available at the Institutional Review Board's website (www.uncp.edu/irb/).

Thesis

Some graduate programs require a thesis to be completed as part of the program of study, and in some cases a thesis is optional. Students completing a thesis are assigned a thesis advisor. The thesis project must be approved by the thesis advisor and a thesis committee. Approval by the Institutional Review Board is required if research for the thesis involves human subjects.

The thesis advisor will supervise the preparation of the prospectus of the thesis, approve it, submit it to the student's thesis committee for approval, direct the student in the preparation of the thesis, assemble and chair the committee for the oral examination of the student on the thesis, and submit the necessary paperwork to the School of Graduate Studies. The advisor notifies the Dean of Graduate Studies and Research as to the time and date of the graduate student's oral examination (i.e., "Defense of the Thesis"). Following a successful defense, the thesis advisor will complete all clearance procedures required by the School of Graduate Studies. The thesis must be accompanied by a title page that bears the signatures of the student's thesis advisor, members of the thesis committee, and the Dean of Graduate Studies and Research. The final approval of a thesis rests with the Dean of

Graduate Studies and Research.

The original and one copy of the approved thesis, the abstract, and the completed Final Oral Examination form must be on file in the School of Graduate Studies at least two weeks prior to the end of the semester in which the student expects to complete program requirements. A copy of the thesis will be bound and retained by the University library. Binding is arranged by the library, and the student is charged for binding at cost. Forms and directions regarding thesis submission are located on the Graduate School website.

Licensure by the N.C. State Board of Education

Students completing programs leading to graduate (M level) licensure by the North Carolina State Board of Education must submit a licensure application. Applications are available on the School of Education website (www.uncp.edu/soe) at the link for the Licensure Office.

ADDITIONAL GRADUATE SCHOOL POLICIES

New Graduate Student Orientation

All degree-seeking graduate students are strongly encouraged and expected to attend the scheduled orientation session during their first semester of enrollment. Students are held responsible for knowing and understanding the information provided during orientation sessions. Dates and times of the August and January orientation sessions are posted on the School of Graduate Studies website. Graduate students beginning their studies during the summer sessions are expected to attend the fall semester orientation.

Academic Progress

The academic progress of each graduate student is monitored on a regular basis by the School of Graduate Studies, the student's advisor, and/or the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree.

Financial Aid and Satisfactory Academic Progress

A graduate student is considered to be making satisfactory academic progress for financial aid purposes if s/he has successfully completed two-thirds of all hours attempted. Occasionally, a student will be granted a grade of "Incomplete" or an "I" for a course when a student is unable to complete required work due to an unavoidable circumstance. An "Incomplete" or "I" must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "FI" by the University Registrar and the student will be dismissed from the Program and the University. In determining quality hours and quality point averages, an "I" is counted as an "F" until it is removed. The student may receive aid for the semester during which the incomplete is removed if they meet other criteria.

To be considered full-time for financial aid purposes, graduate students must enroll for at least six (6) graduate hours each semester. Academic load is determined at the end of the drop/add period each semester. If hours are dropped below these levels, the student must notify the Financial Aid Office, and some funds may have to be repaid.

Dismissal

An accumulation of three grades of "C" quality work, or a single grade of "F," makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP, and he/she will be dismissed. Excepted from this regulation are students readmitted by the Graduate Appeals Committee.

Grading

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of "B" designates that the graduate student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of "C" designates that the graduate student's performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class. An accumulation of 3 "C"s makes the student ineligible to continue graduate studies at the University of North Carolina at Pembroke.

A grade of "F" designates failure of the course. A graduate student who receives an "F" is ineligible to continue graduate studies at the University.

A grade of "I" (incomplete) is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the grade of "I" is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "F." In determining quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

A grade of "T" indicates grade pending and may be assigned for thesis research and capstone courses.

A grade of "W" indicates that a student officially withdrew from a course(see "Withdrawals" section below).

For grades of A, B, and C, faculty previously had the option of assigning a plus (+) or minus (-) in addition to the letter grade, but these do not affect the computation of the grade point average.

Withdrawals

Graduate students may find it necessary or advisable to withdraw from one or more courses during a term. If a student withdraws from all courses in which they are enrolled, they must withdraw from the university. The deadline for withdrawal depends upon the schedule for the course and the format of the course. Consult the Graduate Academic Calendar posted on the website of the School of Graduate Studies (www.uncp.edu/grad) for course withdrawal deadlines.

To withdraw from a course (but remain enrolled in at least one course), a student must complete an Application to Withdraw from a Graduate Course form. It is the student's responsibility to submit the withdrawal form to the School of Graduate Studies by the withdrawal deadline for each course. Students who do not officially withdraw from a course by the established deadline may receive a grade of "F." A graduate student who receives an "F" is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed.

To withdraw from the university (i.e., cease to attend all courses), a student must complete an Application to Withdraw from Graduate School before the established deadline of each course.

Withdrawing from a class does not excuse a student from the five-year time limit (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) within which all program requirements must be completed.

The date that a graduate student submits his/her withdrawal form to the Office of Graduate Studies will be considered the last date of attendance for financial aid and student accounts purposes. If a student receives financial aid, he/she is advised to consult with his/her counselor to determine the impact of the withdrawal on his/her financial aid status. If the withdrawal occurs when refunds are still possible, the Office of Student Accounts will adjust tuition, fees, room, and board charges on a pro-rated basis. A student must successfully complete 67% of his/her coursework to maintain Satisfactory Academic Progress (SAP) to remain eligible to receive financial aid. Please see the website of the Office of the Controller for additional information (http://www.uncp.edu/co/).

Course Loads

Graduate students may enroll in nine (9) semester hours during regular semesters (some programs may require additional hours). Students employed on a full-time basis are encouraged to take six (6) credit hours a semester or less. During each summer session, graduate students may enroll in a maximum of six (6) credit hours each term for a total of twelve (12) credit hours during the summer.

Transfer Credit

Graduate students may transfer in six to twelve credit hours (with a grade of B or better) of relevant graduate credit taken at an accredited institution with approval of the Program Director and the Graduate Dean according to the following sliding scale:

30-39 hours in the program—transfer up to 6 credit hours;

40-49 hours in the program—transfer up to 9 hours;

50+ hours in the program—transfer up to 12 hours.

It is the responsibility of the student to apply for approval of transfer credit. The form is available on the Graduate School website. Along with this form, an official copy of the transcript reflecting the credit and a copy of the catalog description must be submitted for each course. The program director may require a copy of the course syllabus.

For pre-existing graduate credits, a student must submit the completed transfer credit request form to the School of Graduate Studies within one calendar year of the first day of classes of the semester or summer session of the student's first enrollment in courses (including prerequisites) required for his/her graduate program. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. Transfer credit requests submitted after that deadline will not be processed.

If a student seeks to take graduate credit(s) at another institution for transfer to UNCP, s/he must obtain prior written approval for the credit from both the appropriate program director and the Dean of Graduate Studies and Research. The completed transfer credit request form, signed to show the approval of the program director, must be submitted to the School of Graduate Studies at least 30 calendar days prior to the first day of classes of the UNCP semester or summer session that corresponds most closely to the timeframe during which the course(s) will be taken at the other institution. Transfer credit requests submitted after that deadline will not be processed.

The transfer credit is subject to the five-year time limit (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) applied to all course work credited toward the master's degree, with the exception of reinstated credits sanctioned by the Graduate Appeals Committee (see "Lapsed Credit " and "Appeals" sections of this catalog).

Graduate Assistantships

The University offers a number of graduate assistantships to qualified graduate students. Graduate assistantship appointments usually are for one academic year; assistantships may or may not be renewed. Graduate assistantships generally are not available during the summer months.

To be eligible for a graduate assistantship, a student must be formally admitted (i.e., provisional or full-standing status) to one of the graduate programs. A graduate assistant must be a full-time student (not otherwise employed and registered for a minimum of nine hours per semester), and s/he must maintain a 3.0 overall GPA. Partial tuition scholarships may be awarded to graduate assistants if sufficient funds are available.

Commencement

A graduate student may participate in commencement exercises if he or she has met all the requirements for graduation. When commencement takes place before final grades are processed, a graduate student may participate in commencement unless the Registrar has been notified that the student will not meet all degree requirements by the last day of exams.

A graduate student is eligible to participate in the commencement ceremony that coincides with the semester during which he or she will complete all degree requirements. Specifically, if a graduate student will complete degree requirements during the fall semester, he/she is eligible to participate in the Winter Commencement. If he/she will complete degree requirements during the spring semester,

he/she is eligible to participate in the Spring Commencement. If he/she will complete degree requirements during the summer (i.e., between the end of the spring semester and the beginning of the fall semester), he/she is eligible to participate in the following Winter Commencement.

If a graduate student elects to receive his/her diploma in absentia, he/she must submit to the Registrar one month prior to graduation a written request that indicates the address to which the diploma will be mailed. The diploma will be mailed after commencement.

Appeals

Graduate students may choose to file an appeal with The Graduate Appeals Committee (GAC), the "due process" body for all graduate students as designated by The Graduate Council. Appeals may be made for the following: Extension of time to Degree, Credit reinstatement and/or transfer credit after the deadline, Grade Appeal (see Grade Appeal regulations section), and to Apply for Readmission after Dismissal.

Appeal deadlines vary, but the student wishing to appeal a denial of continuation in a program should submit a written request for appeal to the Dean of Graduate Studies and Research so that the appeal is postmarked or hand delivered to the Graduate School no later than 5:00 p.m. on the date that is thirty (30) calendar days after the date on which grades are due (as specified on the Registrar's academic calendar) for the relevant semester or summer session. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not postmarked or hand delivered by the deadline, it will not be considered.

A former student who was dismissed for academic reasons and has not been enrolled in a graduate program at any institution of higher education for a period of four (4) semesters (excluding summers) may apply for readmission under the Special Readmission Regulation for Students Dismissed for Academic Reasons. Please read the information on this regulation.

The Graduate Appeals Committee meets in February, June, and October. Any appeal submitted by the deadline will be considered at the next meeting of the GAC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GAC if s/he desires to do so.

The Graduate Appeals Committee is not bound by precedent; rather, it is required to consider every appeal on the basis of the individual merit of that particular case. The decision of the GAC will be final.

Grade Appeals

The Graduate Appeals Committee (GAC) of the Graduate Council is the body which considers grade appeals from graduate students. There are two grounds for appealing a grade: (1) evidence of miscalculation, (2) and material deviation from information published in the course syllabus without adequate notice of the change.

Graduate students are required to attempt to resolve the grading issue with the course professor before filing an appeal. Graduate students who are unable to resolve questions with the course professor have thirty (30) calendar days from the date on which grades are due (as specified on the Registrar's academic calendar) for the relevant semester or summer session to file an appeal. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. Students are responsible for submitting a written appeal and the required documentation to the Dean of Graduate Studies and Research so that they are postmarked or hand-delivered no later than 5:00 p.m. on the deadline date. If a request for appeal is not postmarked or hand-delivered by this deadline, it will not be considered. The decisions of the Graduate Appeals Committee are final and do not set precedent; each case is considered on its own merits.

Special Readmission Regulation for Students Dismissed for Academic Reasons

A former UNCP student who was dismissed for academic reasons from the UNCP School of Graduate Studies and has not been enrolled in a graduate program at any institution of higher education for a period of four (4) semesters (excluding summers) may apply for readmission under the Special Readmission Regulation of the Graduate School.

In order to qualify for the Special Readmission Regulation, a former student must obtain, to the degree possible, letters of support from the current program director, former advisor (if not the same person as program director), and at least one faculty member (not the same person as program director or advisor) who taught a graduate course taken by the former student. The former student also must complete a Graduate Appeals form, including an explanation of the circumstances of his/her dismissal from the Graduate School, and should make the case for how he/she is prepared to be successful if readmitted.

Such appeals are considered by the Graduate Appeals Committee of the Graduate Council. The Council's decision will be final, and there is no opportunity for further appeal. Students may apply for readmission under this regulation only one time. Any readmitted student is subject to the regulations and procedures of the School of Graduate Studies that are current at the time of readmission.

Any student readmitted to the same program under this regulation will return on provisional readmission status and must meet the provisions stipulated for her/his readmission by the Graduate Appeals Committee, upon recommendation of the program director. Included among those provisions will be the stipulation that the readmitted student must earn a 3.0 or higher each semester after being readmitted. Students who fall below a 3.0 in a semester will be dismissed from their programs of study and from the Graduate School. Graduate courses that are not part of the students' degree plan may not be taken in an attempt to raise the GPA.

If a former student wishes to apply to a different graduate program, he/she must first appeal to the Graduate Appeals Committee under the Special Readmission Policy. If the committee grants eligibility to apply for admission to a different program, the former student must then complete the regular admission process for the new program. Admission to the new program is not guaranteed; the normal admission process and procedures will be followed. Under this regulation, any student who ultimately is admitted to a different program will return on provisional admission status and must meet the provisions stipulated for their admission by the Dean of Graduate Studies and Research, upon recommendation of the program director of the new program. Included among those provisions will be the stipulation that the student must earn a 3.0 or higher each semester after being admitted. Students who fall below a 3.0 in a semester will be dismissed from their programs of study and from the Graduate School.

Lapsed Credit (Reinstatement of Graduate Credit)

In cases of documented merit and/or continuing professional experience within a given discipline, the Graduate Appeals Committee (GAC) of the Graduate Council may, at its discretion, entertain appeals cases for reinstatement of graduate credits earned more than five years ago at The University of North Carolina at Pembroke or another accredited institution of higher learning. This procedure is available for former graduate students seeking to return to graduate study.

The Graduate Appeals Committee is authorized by the Graduate Council to consider reinstatement of a maximum of nine (9) semester hours of lapsed academic graduate credit from The University of North Carolina at Pembroke and six (6) semester hours of lapsed credit from another institution. No reinstatement appeal may go the GAC unless the appeal bears the signatures of the director of the student's graduate program and the chair and/or dean of the appropriate academic department. Graduate students seeking to file reinstatement appeals should contact the Dean of Graduate Studies and Research to discuss the appropriate details of filing such appeals.

The Graduate Appeals Committee is the "due process" body for graduate students seeking to file reinstatement appeals. Such cases are considered on an individual, nonprecedent-setting basis, and they are evaluated and judged by the GAC on their own merit. The decisions of the GAC are final.

Repetition of Courses

Certain graduate courses may be repeated for credit (e.g., thesis, professional paper, or capstone study/project courses) and are identified in the course descriptions in the program sections of the UNCP Catalog. Students in programs with repeatable courses must enroll in the repeatable course each semester and continue enrollment each semester during the regular academic year (fall, spring) until the paper or project is complete, unless the course description specifies otherwise. If the student

is defending the paper or project during the summer, the student must register for the repeatable course during at least one summer term. Students should contact program directors for guidance regarding courses that must be repeated for credit and for clarification concerning credit hours if the credit hours listed for a repeatable course are variable.

Repetition of any graduate course other than those identified in course descriptions is subject to the approval by the student's program director and the Graduate School Dean. Degree credit for repeated courses will be given only once. However, both the original grade and the grade received in the repetition will be recorded and used in calculating the overall GPA. A course can only be repeated one time. Complete a Request to Repeat a Graduate Course form and submit it to the Graduate Office.

GRADUATE EXPENSES (Subject to change without notice.)

Graduate Application Fee: $45.00 ($60.00 for international applicants)

Graduate Expenses: Per Semester — Regular Session

Sem. Hrs.	In-State Tuition	Out-of-State Tuition	Fees	Ins.	In-State Total	Out-of-State Total
9+	$1,655.00	$6,318.50	$966.50	$688.00	$3,309.50	$7,973.00
6-8	$1,241.25	$4,738.88	$724.88	$688.00	$2,654.13	$6,151.76
3-5	$827.50	$3,159.25	$483.25	0	$1,310.75	$3,642.50
1-2	$413.75	$1,579.63	$241.63	0	$655.38	$1,821.26

*International Insurance $698.00

Note: The above charges include mandatory fees. Graduate students may have miscellaneous fees in addition to these.

Residence Status for Tuition Purposes

North Carolina law requires students who are not residents of the State to pay a higher rate of tuition than that charged North Carolina residents. To qualify for in state tuition, the applicant must generally have lived in North Carolina for a minimum period of twelve months immediately prior to his or her enrollment in an institution of higher learning. During this twelve month period, the applicant's presence in the State must constitute legal residence in accordance with the University's guidelines as prescribed by the General Assembly.

Special waivers exist for U.S. military personnel and North Carolina public school teachers. Military Waiver Forms are available for active duty U.S. military personnel and their dependents stationed in North Carolina. Teacher Waiver Request Forms are available for full-time public school teachers living in the state and taking courses relevant to teacher licensure. The Teacher Waiver Form negates the twelve-month waiting period for those teachers who otherwise qualify as residents of North Carolina. The student requesting in state residence is responsible for being familiar with the contents of these two documents. More detailed information regarding residency status is contained in the Student Finances for Undergraduate Programs section of this catalog and from the website of the Office of Undergraduate Admissions (http://www.uncp.edu/admissions/undergraduate/residency/default.asp).

International students (i.e., non-US citizens seeking to attend the UNCP School of Graduate Studies) are subject to special regulations with regard to residency status, immigration procedures, and passport and/or visa requirements. Information is available in the UNCP Office of International Programs.

MASTER OF ARTS IN ART EDUCATION (M.A.)

Director: Ann Horton-Lopez

Program Description

The M.A.: Art Education program is intended to serve as an extension of the established undergraduate art education program and provide individualization of instruction and program offerings beyond the baccalaureate for those individuals who wish to pursue a higher level of achievement in their chosen field.

The Masters of Arts in Art Education program will extend the NCDPI competencies currently required for initial Standard Professional I licensure by extending the art educator's knowledge base and competencies by analytically reading art education professional literature, analyzing and discussing art education publications, theories, current practices in education and research. The program will extend the educator's competencies through self-reflection and self evaluation of planning skills, computer competencies, as well as through advance study of curriculum content, methods of organizing for instruction, materials, the classroom environment, and knowledge of the students and their needs. With this additional knowledge and experience, the art teacher will be prepared to take the role of a collaborative leader and the responsibilities for guiding colleagues in their planning.

Program Goals

The goals and objectives of the Art Education graduate program reflect a clear conception of the roles and responsibilities of master teachers in art education. The graduate students will accomplish the following goals and objectives of the UNCP M.A.: Art Education Program:

1. Professional Educational Growth and Instructional Mastery:
   - Analytically reads art education professional literature;
   - Analyzes and discusses art education philosophies, theories, current practices, and research findings;
   - Designs and applies coherent, rigorous and consistent instruction based on theoretical, philosophical and research-based information to improve student learning;
   - Incorporates research findings into curriculum development and classroom instructional strategies to improve student learning;
   - Add to their current knowledge base and competencies to integrate content information from other disciplines with art education and art history;
2. Knowledge of Students and their Environment:
   - Develops an advanced knowledge of child development in art;
   - Creates a classroom environment that promotes understanding, acceptance and respect for all students;
   - Demonstrates appropriate depth and breadth of knowledge of the learner, learning process, diverse learning styles and abilities, and evaluation procedures.
   - Creates a classroom environment that promotes success for all students;
   - Seeks art activities to increase understanding of diverse cultures/people;
   - Modifies instruction to meet the needs of challenged, exceptional and diverse learners;
   - Analyzes, diagnoses, and prescribes instruction that furthers student learning.
3. Appropriate Research Experiences:
   - Enriches their skills in data gathering, diagnosis, and prescription to employ methods to improve instruction and student achievement.
   - Analyzes educational problems and suggests appropriate adjustments based on data gathering, analysis, and conclusion.
   - Adapts instruction and learning environments based on evaluation of student learning problems and successes.
   - Monitors the effects of instructions, learning environments, adaptations and materials for students' learning and actions.
   - Studies appropriate research methodologies, trends and issues, research and selected readings in art education, research procedures in art education, and areas needing further research;

4. Linking Art Education to the Learners' Needs.
   - Ability to apply research data to practical life experiences to enhance classroom performance;
   - Teaching of reading and writing in art education and in content areas, when integrated with the visual arts;
   - Exhibits advanced knowledge in art education as defined by the State of North Carolina course of study;
   - Uses technology to create learning environments that encourage and support students' learning;
   - Demonstrates initiative in linking subject matter to students' knowledge and experiences.
   - Exhibits advance methods of preparation, implementation and evaluation of instruction for student's diverse learning needs.
   - Searches, promotes, uses, and evaluates the best teaching practices for each course taught;
   - Regards the variation between learning behaviors and results expected in communities having varying differences;
5. Professional Development and Leadership:
   - Uses technology to improve and promote the interest of teaching and other professional activities;
   - Keeps abreast of developments in art education and issues related to teaching;
   - Demonstrates initiative in inquiry and seeks to apply exemplary methods for improvement of the curriculum and educational setting;
   - Demonstrates commitment by participation in professional activities and provides leadership to colleagues and communities through collaboration;
   - Takes advantage of opportunities to share ideas and learn from colleagues, educators and parents for enhancement of students' education;
   - Works jointly with others in the collective role of leadership and mentorship activities to solve educational problems in the classroom, school system, and community.

Requirements for a Master of Arts in Art Education	**Sem. Hrs.**
Required Professional Studies Core	3
EDN 5660 - Applied Educational Research	
Specialty Area Requirements	
Guided Course Work Emphasizing Art Education	15
ART 5020 - Curricula in Art Education	
ART 5030 - Review of Research in Art Education	
ART 5040 - History and Philosophy of Art Education	
ART 5090 – Leadership and Survey of Art Education	
ART 5110 - Advanced Art History Methods and Content	
Guided Courses for Research Thesis or Studio Area	6-9
Option I: The student may elect to produce a thesis dealing with a significant problem or inquiry in the field of art education (ART 6000 - 3 credit hrs. per semester; 6 hrs. required)	
Option II: Students may elect an art studio concentration that requires a Graduate Exhibit, studio thesis, and artist's statement. Approval for this option is by portfolio review to indicate competence in a selected studio area (ceramics, drawing, digital arts, painting, printmaking, and sculpture). (ARTS 5xxx - 3 credit hrs. per semester; 9 hrs. required)	
Guided Electives: ART 5060, 5080, ARTS 5xxx, EDN 5470, 5480, 5490	9-12
A comprehensive exam is required before completion of the program.	
	Total: 36

NOTE: For EDN course descriptions, see listings in the M.A.Ed. program.

COURSES—ART DEPARTMENT (ART)

ART 5020. Curricula in Art Education (3)

Advanced study of art education curricula, with option for elementary or secondary emphasis. Study of exemplary art programs, standards of quality, curriculum models, curriculum design and construction, concomitant instructional methods, and evaluation. Prerequisite: graduate standing.

ART 5030. Research in Art Education (3)

Studies of appropriate research methodologies, research and selected readings in art education. Includes research procedures in art education, recent studies, areas needing further research, Prerequisite: graduate standing.

ART 5040. History and Philosophy of Art Education (3)

Critical analysis of objectives, current theories, and texts that are shaped by the visual arts, history, philosophy, aesthetics, the behavioral sciences, and recent trends in art education. The sociopolitical currents that have shaped art education, and visual art itself, are examined. Prerequisite: graduate standing

ART 5060. Applied Art Education Pedagogy and Production (3)

This course is designed to fulfill MAT: Art Education graduate students' individual and specific needs, especially in studio(s) and/or method(s) courses.

ART 5080. Art Production in the Elementary and Secondary Schools (3)

This course is designed to provide art educators with various aspects of creating new, innovative art lessons for secondary and elementary curricula. Emphasis will be placed upon philosophies associated with elementary and secondary art education production and the use of specific art tools, media, materials, and techniques to enhance student learning. Prerequisite: graduate standing.

ART 5090. Leadership and Survey of Art Education (3)

Emphasis is on acquiring the knowledge, skills, and dispositions needed for leadership roles in art education. Students will analyze the philosophical and theoretical content of various models of leadership. The course provides a survey of development of current art education trends, issues and problems in the field by means of a critical inquiry. Prerequisite: graduate standing.

ART 5110. Art History Methods and Content (3)

This course focuses on studies of appropriate art history methods and art history content for grades K-12. This course includes the development of competency in art history, methods, and diverse inquiry procedures. Prerequisite: graduate standing

ART 5810. Internship in K-12 Art Education (3)

Ten week, full-time internship experiences in an off-campus public school setting appropriate for K-12 Art licensure. Prerequisite: Approval of the Art Education Program Director.

ART 6000. Thesis in Art Education (3)

The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis. Prerequisites: Completion of 18 semester hours of graduate work; EDN 5660; permission of the student's major advisor; permission of the Dean of Graduate Studies. The six required hours of thesis credit are earned by registering for this course in two separate semesters.

ARTS 5xxx. Special Topics (3)

This course is designed to fulfill individual and specific needs of art education graduate students' particular area of advanced study. Directed reading, research, production, and problem solving in the student's area or areas of art studio elective(s) or art studio concentration are carried out by the student at the University and in the field under the supervision of the student's major advisor and instructor. Course is repeatable with consent of the instructor. Prerequisite: graduate standing

THE MASTER OF ARTS IN ENGLISH EDUCATION (M.A.)

Director: Roger A. Ladd

The curriculum in the Master of Arts in English Education affirms the richness of language and literature produced by diverse groups. Thus, the program offers courses in language, literacy, literature, and pedagogy. Core courses and electives within a chosen emphasis expand students' personal, intellectual, and professional horizons through classroom experiences and opportunities for travel.

Inservice teachers who are admitted with initial licensure will be recommended for the North Carolina M license in English upon successful completion of the Licensure Concentration of the program. The UNCP Graduate Program in English Education is approved by the Department of Public Instruction for Advanced Licensure in English and is one of the few programs in the state offering courses leading to add-on ESL licensure. Furthermore, program goals and objectives are aligned with National Board Certification standards.

College graduates with backgrounds in English or related fields who are admitted to the program seek advanced knowledge and skills in language, literacy, and literature for various personal and professional proposes, including preparation to teach in community colleges.

Through graduate course work, candidates for the Master of Arts in English Education acquire, extend, synthesize, apply, and reflect upon their knowledge, expertise, and experience in literature, literacy, and pedagogy.

The Master of Arts in English Education offers two Concentrations: the Licensure Concentration and the Thesis Concentration. The Licensure Concentration focuses on the needs of candidates who already hold initial teacher licensure and prepares those students for advanced licensure. The Thesis Concentration focuses on the needs of candidates who want to develop their teaching and research in a postsecondary context, with a balance of pedagogical and research interests.

The culminating product of the graduate experience in the Licensure Concentration is a Capstone Portfolio and Presentation, in which the candidate demonstrates a clearly articulated, coherent philosophy of teaching literacy and literature. This philosophy demonstrates the candidate's proficiency in those areas that constitute program goals:

1. Teacher Leadership
2. Respectful Educational Environments
3. Content and Curriculum Expertise
4. Student Learning
5. Reflection

The culminating product of the graduate experience in the Thesis Concentration is the Six-Credit Thesis (ENG 6020 and ENG 6030), in which the candidate demonstrates sustained development of a major research project. This Thesis must then be successfully defended before a panel of graduate faculty.

Requirements for a Master of Arts in English Education: Licensure Concentration	**Sem. Hrs.**
A. Core Courses (12 hours required)	15
ENG 5000—Literacy in Context: Issues and Reform	
ENG 5300— Theories and Methods of Literary Research	
EED 5510—The Teaching of Writing: Theory and Practice	
EED 5520—The Teaching of Literature: Theories, Issues, and Practices	
EDN 5490—Effective Educational Leadership	

B. Content Courses (Choose 21 credit hours from the following courses) 21

ENG 5030—North Carolina Literature
ENG 5050/AIS 5500—Native American Literature
ENG 5100—Rhetorical Grammar
ENG 5110—Principles of English Linguistics
ENG 5200—Issues in Contemporary American English
ENG 5210—Advanced Creative Writing
SPE 5230—Spoken Communication
ENG 5440, 5450—Process Writing: Theory and Practice
ENG 5500—Advanced Nonfiction Writing
ENG 5600—Americans in Paris
ENG 5610—Shakespeare Studies
ENG 5750—Film Studies
ENG 5810—Phonetics and Phonology (fall odd years)*
ENG 5830—Second Language Acquisition (spring even years)*
ENG 5850—Cultural Issues of English as a Second Language (fall even years)*
TESL 5890—Applied Pedagogy of Teaching English as a Second Language (spring odd years)*
ENGS 5000-5099 — Literary Topic Seminar
ENGS 5100-5199—Special Topics in Literacy
ENGS 5200-5299 — Literary Genre Seminar
ENGS 5300-5399 — Author Seminar
ENGS 5400-5499 — Literary Period Seminar
ENG 6010—Three-Credit Thesis or ENG 6020—Six-Credit Thesis I and ENG 6030—Six-Credit Thesis II
Guided Elective course: With approval of the Program Director, candidates may enroll in one graduate course in another program at UNCP (assuming that they meet its prerequisites); the candidate must complete an Elective Transfer Form laying out the rationale for the elective course furthering the candidate's professional and educational goals. Candidates are particularly encouraged to use EDN 5660, EDN 5470, and EDN 5480 as elective courses.

C. Capstone Portfolio and Presentation is the culminating experience of the graduate program and takes place during the last semester (fall or spring) of the candidate's course work.

Program Total: 36

Requirements for a Master of Arts in English Education: Thesis Concentration **Sem. Hrs.**

A. Core Courses (12 hours required) 12

EED 5510—The Teaching of Writing: Theory and Practice
EED 5520—The Teaching of Literature: Theories, Issues, and Practices
ENG 5300—Theories and Methods of Literary Research
ENGS 5700-5799—Expanding Canon Seminar

B. Electives (18 hours required) 18

ENG 5000—Literacy in Context: Issues and Reform
ENG 5030—North Carolina Literature
ENG 5050/AIS 5500—Native American Literature
ENG 5100—Rhetorical Grammar
ENG 5110—Principles of English Linguistics
ENG 5200—Issues in Contemporary American English
ENG 5210—Advanced Creative Writing
SPE 5230—Spoken Communication
ENG 5440, 5450—Process Writing
ENG 5500— Advanced Nonfiction Writing
ENG 5600—Americans in Paris
ENG 5610—Shakespeare Studies
ENG 5750—Film Studies
ENG 5810—Phonetics and Phonology (fall odd years)*
ENG 5830—Second Language Acquisition (spring even years)*
ENG 5850—Cultural Issues of English as a Second Language (fall even years)*
TESL 5890—Applied Pedagogy of Teaching English as a Second Language (spring odd years)*
ENGS 5000-5099 — Literary Topic Seminar
ENGS 5100-5199—Special Topics in Literacy
ENGS 5200-5299 — Literary Genre Seminar
ENGS 5300-5399 — Author Seminar
ENGS 5400-5499 — Literary Period Seminar

C. Thesis (6 hours required) 6

ENG 6020—Six-Credit Thesis I
ENG 6030—Six-Credit Thesis II

Program Total: 36

Requirements for Graduate Add-On Licensure in English as a Second Language (ESL) **Sem. Hrs.**

ENG 5810—Phonetics and Phonology (fall odd years) 12
ENG 5830—Second Language Acquisition (spring even years)
ENG 5850—Cultural Issues of English as a Second Language (fall even years)
TESL 5890—Applied Pedagogy of Teaching English as a Second Language (spring odd years)

NOTE: Candidates for this licensure must have taken ENG 3460—Aspects of the English Language and ENG 3710—English Grammar or their equivalents.

The degree must be completed within five years of admission to the program. Students should consult with the Program Director about rotation of core courses and schedule their capstone experience to assure completion of all requirements in a timely manner.

COURSES (Some courses fulfill requirements for students enrolled in other graduate programs.)

A. ENGLISH EDUCATION COURSES (EED)

(also in the Licensure Concentration core is EDN 5490, Effective Educational Leadership—see listing in M.A.Ed. program)

EED 5510. The Teaching of Writing: Theory and Practice

Study and classroom application of composition theories (current-traditional, expressive, cognitive, social epistemic) and scholarship on writing. Study and application of types of writing, writing assignments, writing curricula and units, and strategies for teaching and assessing writing in English and Language Arts classes (6-12) and college composition courses. Specific topics may include process writing, writing across the curriculum, integrated language arts, adapting to diverse learners, technology applications, and alignment with the N.C. Standard Course of Study. Credit, 3 semester hours.

EED 5520. The Teaching of Literature: Theories, Issues, and Practices

Theories of literary interpretation and their application to curricula and pedagogy for students with diverse learning styles, cultural backgrounds, and developmental needs; assessment of reading and literature; applications of technology, multidisciplinary approaches, and scholarly research through clinical experiences in literature classes; understanding purposes, genres, and conventions of written, spoken, media texts. Credit, 3 semester hours.

B. ENGLISH COURSES (ENG, SPE, TESL)

ENG 5000. Literacy in Context: Issues and Reform

Examinations of literacy issues from intersecting historical, global, psychological, socioeconomic, class, and curricular perspectives (including gender and race); the role of technology in literacy; theory, philosophy, and research into pedagogy addressing students' exceptionalities and multiple intelligences; and how literacy professionals can provide leadership in the twenty-first century. Credit, 3 semester hours. Credit, 3 semester hours.

ENG 5030. North Carolina Literature

Study of critically acclaimed fiction, drama, and poetry by North Carolina writers whose works are representative of contemporary Southern literature. Writers may include Paul Green, Doris Betts, Clyde Edgerton, Kaye Gibbons, Lee Smith, Jill McCorkle, Tim McLaurin, A. R. Ammons. Credit, 3 semester hours.

ENG 5050/AIS 5500. Native American Literature

Study of the historical and continuing contributions of Native American authors to literary studies, especially within the United States. Particular attention will be paid to the intersections of Euroamerican and Native American traditions. Topics covered may include, contemporary issues, oral and written traditions, identity, place, colonization, displacement, and differing world views. Credit, 3 semester hours.

ENG 5100. Rhetorical Grammar

Thorough study of advanced elements of English grammar, with emphasis on grammar knowledge as a rhetorical tool, to help writers understand grammatical choices available to them and the effects those choices have on readers. Grammatical principles are applied to students' own writing. Credit, 3 semester hours.

ENG 5110. Principles of English Linguistics

A study of the English language as a system of rules operating at various levels (sound, word formation, syntax, and discourse) and how this system governs and explains our everyday use of the language. The course will focus on English but will also include analysis of examples from other languages of the world for comparative purposes. Credit, 3 semester hours.

ENG 5200. Issues in Contemporary American English
Study of the characteristic features of contemporary American English in print and non-print media, dynamic factors in linguistic change, and concerns about the state of American English today. Credit, 3 semester hours.

ENG 5210. Advanced Creative Writing
Study and extensive practice in a variety of literary genres such as fiction, poetry, script and/or play writing, children's literature, and others. Workshop format. Credit, 3 semester hours.

SPE 5230. Spoken Communication
Study of the communication behaviors which influence our casual and business relationships. Review of intrapersonal, interpersonal, interview, group discussion, and public communication. Credit, 3 semester hours.

ENG 5300. Theories and Methods of Literary Research
Study of the major theoretical approaches to interpreting literature; application of research methodology to study of texts, periods, genres. Credit, 3 semester hours.

ENG 5440. Process Writing: Theory
Studies of the theoretical bases of process writing, especially those identified with The National Writing Project and The North Carolina Writing Project. Special attention to sequence in writing, writing to learn, and rhetoric; and to current research related to process writing, responding to and evaluating student writing. PREREQ: (1) Acceptance into North Carolina Writing Project at UNCP, (2) To be taken simultaneously with ENG 5450. Credit, 3 semester hours.

ENG 5450. Process Writing: Practicum
Applications of process writing, especially those identified with the National Writing Project and The North Carolina Writing Project. Special attention to heuristics, conferencing, and to current best practices, including collaborative learning/writing strategies and Writing Across the Curriculum. PREREQ: (1) Acceptance into the North Carolina Writing Project at UNCP, (2) To be taken simultaneously with ENG 5440. Credit, 3 semester hours.

ENG 5500. Advanced Nonfiction Writing
Study and extensive practice in expository, persuasive writing, narrative, autobiographical and biographical forms. Topics may include creative non-fiction and modern literary journalism. Credit, 3 semester hours.

ENG 5600. Americans in Paris
Study of works by American writers living and writing in Paris during the 1920's through 1950's and the ways in which the expatriate experience influenced American literature and literary modernism. Writers may include Stein, Hemingway, Fitzgerald, Wright, Baldwin, Miller, and the Beat poets. Students may have the opportunity for travel to Paris for seven to ten days to visit the sites studied during the course. Credit, 3 semester hours.

ENG 5610. Shakespeare Studies
An intensive study of Shakespeare and his work considering both Early Modern stage practice and Shakespeare's later cultural impact. Course emphasis may vary to include such issues as gender, genre, race, adaptation, and performance. The course may also provide an opportunity for a trip to Shakespeare's England. Credit, 3 semester hours.

ENG 5750. Film Studies
An investigation of film in its cultural, social, and historical contexts; the film text in its various configurations, including a discussion of film narrative, film techniques, film history, the development of the medium and the industry, as well as a study of theory, criticism, and analysis. Topics may vary to include studies of critical methods, genre, directors, national cinema, and movements in film history. Credit, 3 semester hours.

ENG 5810. Phonetics and Phonology
A study of the speech sounds that occur in the languages of the world will cover physiological properties of the speech producing apparatus, phonetic transcription using the international phonetic alphabet, and both theoretical and applied study of phonological patterns. Credit, 3 semester hours.

ENG 5830. Second Language Acquisition
An in-depth study of both theoretical issues in second language acquisition and the practical application of theory in the ESL classroom, including learning styles and strategies; the importance of affective factors and socio-cultural factors in language learning; contrastive analysis, interlanguage, and error analysis; and communicative competence. Credit, 3 semester hours.

ENG 5850. Cultural Issues of English as a Second Language
A study of important cultural issues relevant to the teaching and learning of English as a second language, including bilingualism, differences in cultural patterns of perception and thinking, differences in what is considered appropriate student behavior and appropriate teacher behavior in a variety of cultures, and cultural differences expressed in verbal and non-verbal behavior. The importance of understanding and taking into account the cultural backgrounds of students in the teaching of ESL and the importance of teaching American culture as a part of ESL will also be considered. Credit, 3 semester hours.

TESL 5890. Applied Pedagogy of Teaching English as a Second Language
Following a review of the pedagogical fundamentals grounded in cognitive, affective, and linguistic principles of second language acquisition, this course will focus on the practical realities of the language classroom, including curriculum development, lesson planning, evaluation of students and programs, and classroom management. Credit, 3 semester hours. PREREQ: ENG 3460, 3710, 5810, 5830, 5850.

C. ENGLISH SPECIAL TOPICS COURSES (ENGS)

ENGS 5000-5099. Literary Topic Seminar
A seminar approach to the study of a particular, possibly interdisciplinary, topic in literary study. Topics may include literary theory, literature and the arts, Biblical literature, literature and myth. Credit, 3 semester hours.

ENGS 5100-5199. Special Topics in Literacy
Study of significant contemporary figures such as Freire, Kozol, Ong, Villanueva, Bahktin, Heath; topics such as rhetorical theory, adult, and/or family literacy. PREREQ: ENG 5000 recommended. Credit, 3 semester hours.

ENGS 5200-5299. Literary Genre Seminar
A seminar approach to the study of a particular literary genre or sub-genre seen in its genesis, maturation, and subsequent influence; possible topics include Courtly Literature, Romantic Poetry, Modern Poetry, The Bildungsroman, The Short Story, Modern World Drama, The Epic. Credit, 3 semester hours.

ENGS 5300-5399. Author Seminar
A seminar approach to the study of a literary figure whose substantial literary corpus may be investigated through primary texts, major scholarship, theoretical approaches, and bibliographical and textual study that situate the author within a particular literary, historical, or cultural framework. Credit, 3 semester hours.

ENGS 5400-5499. Literary Period Seminar
A seminar approach to the study of a significant period of American, British, or world literature; texts are examined for the characteristics that define the period and as evidence of literary, historical, and cultural contexts. Possible periods for study are Medieval British Literature, English Romanticism, Literature of the English Renaissance, American Transcendentalism, American Literary Realism, Eighteenth Century Studies, and the Victorian Age. Credit, 3 semester hours.

ENGS 5700-5799. Expanding Canon Seminar
A seminar approach to the study of a significant author, topic, period, or genre related to the expanding canon. The focus of this course might include Native American, African-American, Asian American, Women's, Latino/a, Post Colonial, regional, working-class, or other literatures. Credit, 3 semester hours.

D. THESIS

ENG 6010. Three-Credit Thesis
A research paper produced during one semester, of at least 25-30 pages, that substantially develops through extensive revision a research paper that earned an A in a course taken during the student's first 21 hours in the Master of Arts in English Education; expanded research and writing under the direction of a faculty advisor (in whose course the original paper was submitted) and second reader who schedule meetings and submission of work throughout the semester. Must be taken in every fall or spring semester once thesis work is begun until such time as the thesis has been successfully defended. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. PREREQ: Completion of 21 hours of graduate work. Credit, 3 semester hours.

ENG 6020. Six-Credit Thesis I
The first of two courses leading to a research paper of at least 40-60 pages, produced during two successive semesters, on a topic the student has not yet explored in a research paper previously submitted in a course taken during the student's first 21 hours in the Master of Arts in English Education; extensive, focused research and writing under the direction of a faculty advisor and two other graduate faculty members who schedule the student's meetings and submission of work. ENG 6020 earns a grade of Satisfactory (Pass) upon the student's successful review of relevant primary and secondary sources culminating in an acceptable annotated bibliography and prospectus. Must be taken in every fall or spring semester once thesis work is begun until such time as the prospectus has been successfully submitted. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Credit, 3 semester hours. PREREQ: Completion of 21 hours of graduate work.

ENG 6030. Six-Credit Thesis II
The second of two courses leading to a research paper of at least 40-60 pages, produced during two successive semesters, on a topic the student has not yet explored in a research paper previously submitted in a course taken during the student's first 21 hours in the Master of Arts in English Education; extensive, focused research and writing under the direction of a faculty advisor and two other graduate faculty members who schedule the student's meetings and submission of work. ENG 6030 consists of the student's drafting, revising, and submitting the completed, successful thesis to earn a grade of Satisfactory (Pass). Must be taken in every fall or spring semester after the prospectus has been submitted until such time as the thesis has been successfully defended. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Credit, 3 semester hours. PREREQ: Completion of 21 hours of graduate work.

E. INTERNSHIP (Courses required for M.A.T. candidates; see MAT Program Handbook.)

EED 5810. Internship in Secondary English Education
Ten week, full-time internship experiences in an off-campus public school setting appropriate for 9-12 English licensure. Credit, 3 semester hours. PREREQ: Approval of the English Education Program Director.

TESL 5810. Internship in TESOL
Ten week, full-time internship experiences in an off-campus public school setting appropriate for K-12 ESL licensure. Credit, 3 semester hours. PREREQ: Approval of the English Education Program Director.

MASTER OF ARTS IN MATHEMATICS EDUCATION (M.A.)

Director: Raymond Lee

Sir Isaac Newton made the statement, "If I have seen further than others, it is because I have stood on the shoulder of giants." In this statement, Sir Isaac Newton gave the essence of mathematics; it is a body of knowledge accumulated through cultural and historical development, and it is a shared experience.

Program Description

The Master's of Arts in Mathematics Education Program seeks to build upon the undergraduate degree through the extension of the width and breadth of students' mathematics background and through the enhancement of those skills and attributes which assist in the improvement of learning and teaching. The program's conceptual framework is based upon the premise of extending the experienced teacher's instructional background in those subject areas that are pertinent to the secondary curriculum: function, algebra, and geometry. The extension of the instructional background is contained within the casing of problem solving and research. Problem solving and research should promote data collection, analysis, reflective thought, conjecture, and assessment which provide collaborative leadership to other experienced practitioners. The growth will be demonstrated through the capstone project of the Portfolio.

Program Goals

The educational objectives of the program are

1. to provide students with a solid foundation and understanding of mathematics;
2. to enable students through study to appreciate both the aesthetic and practical aspects of mathematics.
3. to provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times;
4. to provide students with current theories regarding the psychological development of the learner, and an understanding of human dynamics found in the home, the school, and the community;
5. to demonstrate methods of evaluating student learning, textbooks, curriculum educational techniques, and the educational process as a whole;
6. to prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others;
7. to provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology; and
8. to stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meetings, and inservice programs.

Requirements for a Master of Arts in Mathematics Education	**Sem. Hrs.**
Pedagogical Requirements	15
MATE 5500 Curriculum Development and Evaluation in Mathematics Education	
MATE 5530 Teaching Critical Thinking and Problem Solving Techniques	
MATE 5600 Advanced Classroom Instruction in Mathematics Education	
MATE 5660 Advanced Educational Research in Mathematics Education	
MATE 5990 Professional Development and Leadership Seminar	

Academic Specialization 21

Mathematics Content

1. Analysis (6 hrs)

MATH 5210 Analysis I for Mathematics Teachers

MATH 5220 Analysis II for Mathematics Teachers

2. Algebra and Discrete Mathematics (6 hrs)

MATH 5410 Special Topics in Discrete Mathematics

MATH 5420 Advanced Topics in Abstract Algebra

3. Geometry (3 hrs)

MATH 5110 Advanced Topics in Geometry

4. Statistics (3 hrs)

MATH 5060 Statistics and Probability for Math Teachers

5. Technology in Education (3 hrs)

MATH 5080 Technology in Mathematics Education

Total (minimum): 36

NOTE: For EDN course descriptions, see listings in the M.A.Ed. program.

COURSES

MATHEMATICS AND COMPUTER SCIENCE DEPT. (CSC/MAT/MATE/MATH)

CSC 5050. Current Topics in Computers in Education (MATH 5080) (3 hours)

An inservice course in the comparison and evaluation of computer hardware configurations and computer software packages for the classroom. The mechanics of setting up a computer network. A consideration of the effect that computers in the classroom have on curriculum development. A laboratory experience will be an integral part of the course.

CSC 5080. Computer Graphics for the Mathematics Teacher (3 hours)

This course introduces graphics appropriate to classroom settings at the pre-college level. Graphics that will be dealt with include various algebraic, geometric, and trigonometric relations. Methods that will be used include direct programming as well as the introduction of commercially available software designed for this purpose.

CSC 5090. Programming and Algorithms for the Mathematics Teacher I (3 hours)

Techniques for problem solving in a mathematical setting through programming in a high level language. The efficiency of algorithms and the design of programs are considered. CSC 2020 or its equivalent is required background for this course.

CSC 5100. Programming and Algorithms for the Mathematics Teacher II (3 hours)

Advanced techniques for problem solving in a mathematics setting through programming in a high level language. Emphasis is given to data structures and object-oriented design. An individual in-depth programming project including design, implementation, testing, and documentation of each phase is required. PREREQ: CSC 5090 or instructor permission.

CSC 5110. Computer Hardware in an Educational Setting (3 hours)

A study of the various components that make up computer configurations in public school settings. Comparison of the various types of computer hardware available for use in the school. Particular attention will be given to evaluation of hardware for laboratory situations with both individual and networking of computers and computer terminals.

CSC 5120. Database Management for Teachers (3 hours)

Goals of DBMS including data independence, relationships, logical organizations, schema and sub-

schema. Designing databases including lossless join, dependence preserving normal form decompositions. Using relational database management systems. Constructing applications which include databases. Data integrity and reliability. PREREQ: CSC 5100 or permission of instructor and program coordinator.

CSC 5130. Computer Systems for Teachers (3 hours)
Basic logic design; sequential circuits; digital storage and access. Computer structure, machine and assembly language, and addressing modes. I/O and interrupt structure. Operating system concepts. Examples from microcomputer operating systems. PREREQ: CSC 5100 or permission of instructor and program coordinator.

MAT 5020. History of Mathematics (3 hours)
A historical development of selected topics in mathematics from ancient to modern times. Systems of numeration, geometrical notions, and the development of algebra and analysis with motivational and pedagogical relevance will be given emphasis. Credit will not be allowed for MAT 502 if student has credit for an undergraduate course in the History of Mathematics.

MAT 5050. Elements of Mathematics for the Middle Grades Teacher (3 hours)
The content of this course provides teachers at the middle school level with the mathematics they need in order to be effective in the classroom. Topics include sets, metric geometry, and introductory algebra. These topics will be handled from a problem-solving point of view.

MAT 5070. Discrete Mathematics for the Math Teacher (3 hours)
This course will stress applications of Discrete Mathematics and such discrete techniques as are now, or should be, found at the secondary level. Mathematical modeling will be an underlying concept of the course.

MAT 5100. Point Set Topology (3 hours)
Elements of point set topology, separation properties, compactness, connectedness, functions, Tietze extension theorem, fundamental group, and covering spaces.

MAT 5120. Advanced Topics in Linear Algebra (3 hours)
2- and 3-dimensional linear algebra over the numbers; geometric interpretations; and topics chosen to improve secondary teachers' breadth in and knowledge of Linear Algebra.

MAT 5150. Topics in Number Theory (3 hours)
Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical number theory. Content variable, but chosen to minimize duplication with recent and current MAT 4150 classes.

MAT 5230. Real Analysis (3 hours)
Real number system; open and closed sets, covering properties, Borel sets. Measurable sets and measurable functions. Lebesque measure and integration, LP spaces.

MAT 5260. Special Topics in Abstract Algebra (3 hours)
Selected topics from group, ring, and field theory that have implications to the secondary curriculum will be chosen for study.

MAT 5320. Advanced Calculus for the Mathematics Teacher (3 hours)
Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of advanced calculus. Content variable, but chosen to minimize duplication with recent undergraduate courses in advanced calculus.

MAT 5440. Complex Analysis for the Mathematics Teacher (3 hours)
Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of complex analysis. Content variable, but chosen to minimize duplication with recent undergraduate courses in complex analysis.

MAT 5810. Internship in Secondary Mathematics (3 hours)
Ten week, full-time internship experiences in an off-campus public school setting appropriate for 9-12 Mathematics licensure. PREREQ: Approval of the Mathematics Education Program Director.

MAT 6000. Thesis in Mathematics Education (3 hours)
The student prepares a masters degree thesis in Mathematics Education under the direction of a thesis advisor from the Dept. of Math/CSC and the student's thesis committee. Students electing to complete a thesis are still required to take the written comprehensive examinations. May be used to satisfy 3 hours of electives. PREREQ: 21 hours of Graduate Work, MAT 5000, EDN 5660, permission of Math Dept. Chair, Graduate Program Coordinator, and Graduate Dean.

MATE 5500. Curriculum Development and Evaluation in Mathematics Education (3 hrs)
A critical study of current issues, trends, and the design and evaluation of curriculum in mathematics education. Students will develop, use, and evaluate a teaching unit as a major part of the work in this course. Required of all master's candidates in mathematics education.

MATE 5530. Teaching Critical Thinking and Problem-Solving Techniques (3 hours)
This course strengthens the student's mathematical problem-solving ability by extensive work with non-routine problems that can be solved by elementary methods. General strategies for creative problem-solving will be emphasized. Meaningful ways of dealing with such problems in the secondary school classroom will constitute a significant part of the course. Required of all master's candidates in mathematics education.

MATE 5600. Advanced Classroom Instruction in Mathematics Education (3 hours)
An advanced study of the theoretical bases of mathematical instruction, including philosophical and psychological concerns. Instructional theories from the field of mathematics education will be examined, together with the research that supports these theories.

MATE 5660. Advanced Educational Research in Mathematics Education (3 hours)
Emphasis is on understanding research designs and methods in mathematics education. Students will apply statistical methods to interpret and present data in a professional research method. Students will use experience gained here to develop a comprehensive research-based project as their capstone experience.

MATE 5990. Professional Development and Leadership Seminar (3 hours)
A capstone experience for mathematics teachers. Candidates will successfully complete a comprehensive research-based project in mathematics education by integrating knowledge gained throughout the program into a final conceptual framework. The project may take the form of a thesis or a comprehensive portfolio and will incorporate educational research. This project will include the candidate's plans for future professional development. Each candidate will give an oral presentation of his or her completed comprehensive project for review by the graduate faculty in the mathematics department.

MATH 5060. Statistics and Probability for the Secondary Mathematics Teacher (3 hours)
The emphasis of this course will be on understanding various statistical concepts and techniques including measures of central tendency, correlation coefficients, hypothesis testing, analysis of variance, and inferential statistics. The fundamentals of probability that will be discussed include univariate and multivariate distributions, expectation, conditional distributions, and the law of large numbers.

MATH 5080. Technology in Mathematics Education (CSC 5050) (3 hours)
An inservice course in the comparison and evaluation of computer hardware configurations and computer software packages for the classroom. The mechanics of setting up a computer network. A consideration of the effect that computers in the classroom have on curriculum development. A laboratory experience will be an integral part of the course.

MATH 5110. Advanced Topics in Geometry (3 hours)
Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical geometry. Content variable, but chosen to minimize duplication with recent and current MAT 4110 classes.

MATH 5210. Analysis I for Mathematics Teachers (3 hours)
A brief survey of the principal ideas and techniques of Calculus. Intended as a refresher course for high school teachers who feel the need for an understanding of Calculus in order to prepare their students for college work.

MATH 5220. Analysis II for Mathematics Teachers (3 hours)
A continuation of MATH 5210. This course continues developing the principal ideas and techniques of Calculus. Advanced topics covered may include selected topics from the real number system involving open and closed sets, covering properties, Borel sets. Additional topics: measurable sets and measurable functions, Lebesque measure and integration, and LP spaces.

MATH 5410. Advanced Topics in Abstract Algebra (3 hours)
Two- and three-dimensional linear algebra over the numbers; geometric interpretations; and topics from group, ring, and field theory that have implications to the secondary curriculum.

MATH 5420. Special Topics in Discrete Mathematics (3 hours)
This course will cover applications of Discrete Mathematics and such discrete techniques as are currently found at the secondary level. This course will also cover content chosen from classical Number Theory that extends beyond what students learned in undergraduate courses.

MASTER OF ARTS IN MUSIC EDUCATION (M.A.)

Director: Valerie Austin

Program Description

The Master of Arts in Music Education program is intended to prepare the experienced, in-service music teacher for full participation in the profession as leader, researcher, and master practitioner. It is designed for music teachers with initial (Standard Professional I) licensure who, after the successful completion of the program, will obtain the North Carolina "M" license in music. The program is designed to promote both teacher autonomy and interdependence through development of individual talents, interests, and philosophies and through growth in competence in the professional practice of music education.

Program Goals and Objectives

The Music Education graduate program is designed to help students engage in inquiry, reflection, and action in order to enhance:

1. The professional lives of teachers in general;
2. The learning and well being of their students;
3. The teaching and learning environments of their schools; and
4. Partnerships with parents and families.

Students will:

1. Strengthen their command of the structures, methodologies, and content of contemporary music education, philosophy, and research;
2. Improve their command of performance and conducting skills;
3. Improve their understanding of music technology, history, literature, theory, and arranging;
4. Demonstrate scholarly competence in the organization, interpretation, and evaluation of knowledge;
5. Demonstrate professional competence and leadership in the communication and dissemination of knowledge to diverse students; and
6. Identify contemporary problems in various aspects of music and music education and design and/or demonstrate proposed solutions with appropriate leadership initiatives.

The culminating Master's projects will reflect the five UNCP Teacher Education Master's Candidate Standards and the core and content standards of the M.A. in Music Education program. As a result, applied music and thesis projects will be authentic in nature and applied in content. Students will design and/or demonstrate proposed solutions to contemporary, clearly identified problems. The portfolio will contain artifacts and relevant data documenting graduate study and related activities. Areas of emphasis include self-evaluation, reflection, and identification of "next steps."

Program-specific admission criteria:

a) Two years of teaching experience or the equivalent.
b) An acceptable audition on one's major instrument/voice.
c) Letter of application that includes a statement of the applicant's philosophy of music education.

Requirements for a Master of Arts in Music Education	Sem. Hrs.
Studies in Supportive Areas	6
Choose any 2 of the following courses:	
EDN 5470 - Advanced Classroom Management	
EDN 5480 - Advanced Foundations of American Education	
EDN 5490 - Effective Educational Leadership	
EDN 5660 - Applied Educational Research	
SWKS 6150 - Grant Writing for Social Workers	
Specialty Area Requirements	31
Major Area	
MUS 5640-Applied Contemporary Instructional Methodology (3)	
MUS 5650-Applied Philosophy and Leadership of Music Education (3)	
MUS 5660-Applied Research in Music Education (3)	
MUS 6000-Thesis Project I (2)	
MUS 6010-Thesis Project II (2)	
MUS 6040-Applied Music Project (2)	
Other Studies in Music	
MUS 5731- Graduate Ensemble or MUSP 5001-5861 - Applied Music, one hour per semester (2)	
MUS 5290 - Graduate Conducting (2)	
MUS 5350 - Form and Analysis (3)	
MUS 5950 - Advanced Study of Music History and Literature (3)	
MUS 5100 - Seminar in Improving Ensemble Performance (2)	
MUS 5300 - Rehearsal Strategies (2)	
MUS 5460 - Band Techniques or MUS 5470 - Vocal Methods (2)	
Total Hours (Minimum):	**37**

COURSES

MUSIC (MUS)

MUS 5001. University Chorale (1 hour)

University Chorale is open to all graduate students, regardless of major, with permission of the director. The choir appears in public concerts throughout the year. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5100. Seminar in Improving Ensemble Performance (2 hours)

This course is designed to fulfill individual and specific needs of M.A. in Music Education graduate students. Students will investigate the methods, media, materials, and techniques successfully employed used to improve ensemble performance. Expert music educators and their techniques will be explored. Prerequisite: Permission of Instructor.

MUS 5181. University Marching Band (1 hour)

The Spirit of the Carolinas marching band performs in the fall semester at area parades, marching contests, and on-campus events. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5192. Global Rhythm Ensemble (1 hour)

Open to both music and non-music majors. Students will study and perform the native music of non-Western cultures, including Caribbean, African, Mexican, and other repertoire. Students participate in public performances. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5290. Graduate Conducting (2 hours)
A laboratory course that includes the study of choral and instrumental conducting techniques and scores.

MUS 5300. Rehearsal Strategies (2 hours)
A course designed to complement MUS 5290 by offering real-life applications of conducting skills.

MUS 5340. Advanced Arranging (3 hours)
A practical study of arranging for a wide-range of performance media as determined by the student's teaching situation.

MUS 5350. Form and Analysis (3 hours)
Formal and stylistic analysis of musical works, utilizing traditional and contemporary analysis methods. Examination and analysis of music literature from all musical eras, with special focus on 20th-century scores and analytical techniques.

MUS 5381. Pembroke Singers (1 hour)
Membership open by audition. Ensemble will explore the stylistic, aesthetic, and technical elements of literature for the choir through rehearsal and frequent public performances. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5411. University Band (1 hour)
The University Band is open to all persons regardless of planned major with permission of the director. Public appearances are made in concerts. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5460. Band Techniques (2 hours)
This course includes the study of band styles, planning field shows with music selection and show design, drill writing, related computer software, effective rehearsal techniques, philosophical considerations, and arranging for a band, with emphasis on marching band. Prerequisite: Permission of Instructor.

MUS 5470. Vocal Methods (2 hours)
This course is designed to fulfill individual and specific needs of vocal M.A. in Music Education graduate students. Students will investigate the methods, media, materials, and techniques employed in vocal performance. Prerequisite: Permission of Instructor.

MUS 5621. Jazz Ensemble (1 hour)
Membership in the University Jazz Ensemble is open to all students by audition. A study of technical, stylistic, and aesthetic elements of jazz literature through rehearsal and public performances. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5640. Applied Contemporary Instructional Methodology (3 hours)
A study of current trends in music education relating to music instruction at all levels, K-12.

MUS 5650. Applied Philosophy and Leadership of Music Education (3 hours)
A survey of major philosophical trends in music education from the 18th-century to the present.

MUS 5651. Percussion Ensemble (1 hour)
Membership in Percussion Ensemble is open to all students by audition or permission of the director. A technical, stylistic, and aesthetic study of percussion ensemble literature through rehearsal and public performances. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5660. Applied Research in Music Education (3 hours)
Emphasis is on recent research and research methodology in music education as it relates to instructional as well as historical issues.

MUS 5731. Graduate Ensemble (1 hour per semester)
Credit is granted for participation in an ensemble chosen by the student in consultation with his/her graduate advisor. May be repeated to a maximum of 3 total hours.

MUS 5741. Jazz Combo (1 hour)
Membership in Jazz Combo is open to all students by audition. The student will become familiar with representative literature for jazz combo through rehearsal and performances. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5771. Early Music Ensemble (1 hour)
The student will become familiar with historical instruments and representative literature of Medieval and Renaissance ensemble music through rehearsal and performances. May be repeated for credit up to a maximum of 8 semester hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5810. Internship in K-12 Music Education (3 hours)
Ten week, full-time internship experiences in an off-campus public school setting appropriate for K-12 Music licensure. Prerequisite: Approval of the Music Education Program Director.

MUS 5950. Advanced Study of Music History and Literature (3 hours)
A study of select genre of music of music literature to include large-scale choral and instrumental works as well as opera and chamber music to be viewed from a stylistic and developmental viewpoint.

MUS 5970. Independent Study (1-4 hours)
Directed reading, research, musical study, or project under the guidance of the instructor in a specific area or problem in music. Must have permission of Chair. May be taken for 1-4 hours, and may be retaken for a total of 12 credit hours. Prerequisites: Graduate Standing, Permission of Instructor.

MUS 5980. Elements of Thesis Writing (2 hours)
A seminar class that focuses on elements of thesis writing with particular emphasis on creating an appropriate review of literature.

MUS 5990. Graduate Portfolio (1-4 hours)
Emphasis is on demonstrating and documenting through a portfolio the knowledge, skills, and behaviors needed for reflective teaching and for community, school, and classroom leadership. May be taken for 1-4 hours, and may be retaken for a total of 8 credit hours. Students must register for this course every semester they are working on their portfolio. Prerequisite: Approval by program director.

MUS 6000. Thesis Project I (2 hours)
The first of two courses leading to a research paper of at least 40-60 pages or other approved project, produced during two successive semesters, on a topic approved and guided under the direction of a faculty advisor and two other internal graduate faculty members who schedule the student's meetings and submission of work. The student will review relevant sources culminating in an abstract, annotated bibliography, fully-developed research questions, and survey vehicle or other prospectus submission. MUS 6000 is graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Pass/Fail. Prerequisite: Completion of 21 semester hours of graduate work; Permission of Instructor

MUS 6010. Thesis Project II (2 hours)
The second of two courses leading to a research paper of at least 40-60 pages, produced during two successive semesters, on a topic approved and guided under the direction of a faculty advisor and two other graduate faculty members who schedule the student's meetings and submission of work. Involves extensive, focused research and writing, or significant work on an alternative project approved by the student's Advisory Committee. MUS 6010 consists of the student's drafting, revising, and submitting progressive drafts of the thesis to earn a grade of Satisfactory (Pass). Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Must be taken in every semester after which thesis work is begun until such time as the final document has been successfully defended. Pass/Fail. Prerequisite: Completion of MUS 6000, Permission of Instructor.

MUS 6040. Applied Music Project (2 hours)
Credit is granted for public presentation of a project approved by the student's committee. Acceptable projects include half or full recital with program and supporting document, academic poster or paper presented at regional or state conference, publication, or other project agreed upon by the committee. Prerequisite: Completion of 21 semester hours of graduate work, Permission of Instructor.

APPLIED MUSIC (MUSP)

Private lessons at the graduate level on an instrument/voice of the student's choosing as approved by his/her faculty audition committee; can be repeated to a maximum of 6 total hours.

MUSP 5001. Private Voice (1 hour)
MUSP 5021. Private Piano (1 hour)
MUSP 5041. Private Organ (1 hour)
MUSP 5061. Private Flute (1 hour)
MUSP 5081. Private Oboe (1 hour)
MUSP 5101. Private Clarinet (1 hour)
MUSP 5121. Private Bassoon (1 hour)
MUSP 5141. Private Saxophone (1 hour)
MUSP 5161. Private Trumpet (1 hour)
MUSP 5181. Private French Horn (1 hour)
MUSP 5201. Private Trombone (1 hour)
MUSP 5221. Private Euphonium (1 hour)
MUSP 5241. Private Tuba (1 hour)
MUSP 5261. Private Percussion (1 hour)
MUSP 5281. Private Violin (1 hour)
MUSP 5301. Private Viola (1 hour)
MUSP 5321. Private Violoncello (1 hour)
MUSP 5341. Private Bass Viol (1 hour)
MUSP 5361. Private Guitar (1 hour)
MUSP 5501. Private Voice (2 hours)
MUSP 5521. Private Piano (2 hours)
MUSP 5541. Private Organ (2 hours)
MUSP 5561. Private Flute (2 hours)
MUSP 5581. Private Oboe (2 hours)
MUSP 5601. Private Clarinet (2 hours)
MUSP 5621. Private Bassoon (2 hours)
MUSP 5641. Private Saxophone (2 hours)
MUSP 5661. Private Trumpet (2 hours)
MUSP 5681. Private French Horn (2 hours)
MUSP 5701. Private Trombone (2 hours)
MUSP 5721. Private Euphonium (2 hours)
MUSP 5741. Private Tuba (2 hours)
MUSP 5761. Private Percussion (2 hours)
MUSP 5781. Private Violin (2 hours)
MUSP 5801. Private Viola (2 hours)
MUSP 5821. Private Violoncello (2 hours)
MUSP 5841. Private Bass Viol (2 hours)
MUSP 5861. Private Guitar (2 hours)

PHYSICAL EDUCATION (M.A.)
Two Concentrations of Study
36 Total Semester Hours for Each Concentration

Director: Danny Davis

Program Description

To enhance the physical educator's understanding and knowledge of human movement, the graduate program in Physical Education seeks to encompass the elements of biological study, fitness, wellness, health, recreation, and physical education into a directed, comprehensive study of the discipline and how to teach it. The graduate program must be broader than the undergraduate's physical education preparation, and to that end, will be a multi-disciplinary study that aims to help in-service teachers prepare for the teaching of physical education at all levels of learning and curriculum preparation. The program will seek to challenge the graduate student in all areas of advanced university study relative to the discipline and to teacher-effectiveness.

Program Goals

The graduate program in Physical Education is designed

1. to prepare physical educators in the field of human movement physiology as it relates in the teaching of physical education, athletics, and leisure activities;
2. to extend the graduate student's understanding of the basic principles of educational management, supervision, leadership, and/or administration;
3. to help the graduate student to understand the role of educational psychology in teaching, coaching, and administration;
4. to stress the importance of a sound understanding of legal issues in schools, athletes, recreation, and any movement education facility;
5. to help the graduate student to construct curriculum design in various phases of health, wellness, fitness, physical education, recreation, etc.;
6. to provide an expanded grasp of research trends in the teaching of human movement and healthful living;
7. to help the graduate student to understand the principles of facilities, finances, budgeting, funding, etc., in a variety of sectors;
8. to help the graduate student to develop the ability to objectively review educational issues affecting students, families, sports, and schools.

Requirements for a Master of Arts in Physical Education: Exercise/Sports Administration Concentration	**Sem. Hrs.**
Core Courses	36
EXER 5010 Health, Fitness, and Exercise Physiology	
EXER 5020 Exercise, Sport, and Coaching Psychology	
EXER 5040 Recreation, Leisure, and Tourism	
EXER 5050 Health, Wellness, and Fitness Administration	
EXER 5060 Current Issues and Trends in Health, PE, and Sport	
EXER 5070 The Law in PE and Sport	
EXER 5080 Facility Design and Management	
EXER 5090 Promotion and Marketing of PE/Sport	
EXER 5100 Leadership and Management in Health, PE, and Sport	
EXER 5110 Conflict Resolution in PE/Sport	
EXER 5980 Research Methodology	
EXER 5990 Capstone Study	
Total (minimum):	**36**

Requirements for a Master of Arts in Physical Education: Physical Education Licensure Concentration	**Sem. Hrs.**
Required Courses	36
EDN 5470 Advanced Classroom Management*	
EDN 5480 Advanced Foundations of American Education *	
EDN 5490 Effective Educational Leadership*	
EDN 5660 Applied Educational Research*	
EDN 5650 Applied Philosophy of Education*	
EXER 5010 Health, Fitness, and Exercise Physiology	
EXER 5020 Exercise, Sport, and Coaching Psychology	
EXER 5030 Advanced Teaching Methodologies in Health/PE	
EXER 5050 Health, Wellness, and Fitness Administration	
EXER 5060 Current Issues and Trends in Health, PE, and Sport	
EXER 5070 The Law in PE and Sport	
EXER 5080 Facility Design and Management	
EXER 5990 Capstone Study	
	Total (min.): 36

*For EDN course descriptions, see listings in M.A.Ed. program.

COURSES

HEALTH, PHYSICAL EDUCATION, AND RECREATION DEPARTMENT (EXER)

EXER 5010. Health, Fitness, and Exercise Physiology (3)

Course will present concepts of health, fitness, and exercise physiology in a practical approach based on researched principles of human physiology and applied science as it pertains to various grade levels, adults, and seniors. Movement analysis of the human body will be studied as to variables, exercise responses, training principles, adaptation, and modalities. Physiological response of human body system will be explored relevant to wellness and fitness.

EXER 5020. Exercise, Sport, and Coaching Psychology (3)

Course will examine topics related to the potential for optimal human athletic and exercise performance at various life stages. Areas of study will include functional behavior, behavior modification, psychology of human and work motivation, self-assertion, personality, gender differences, visual and auditory perception, and stages and processes of behavior development and decision-making.

EXER 5030. Advanced Teaching Methodologies in Health/PE (3)

This course focuses on health/PE teaching instruction needed for learning, planning, and implementing health and physical education teaching techniques. Students will analyze various teaching models, practical application, and critical reflection.

EXER 5040. Recreation, Leisure, and Tourism (3)

A comprehensive study of the basic concepts of organized recreation and its philosophy and implementation. An in-depth overview of practices, methods, and processes of leadership, supervision, staff development, etc. as well as a thorough examination and study of the organization and administration of recreation management, logistics, legal issues, etc.

EXER 5050. Health, Wellness and Fitness Administration (3)

Course will include in-depth coverage of the dimensions of health, wellness & fitness. The course is intended to provide knowledge and skills that will enable humans to achieve an optimal healthy lifestyle regardless of age or gender. Emphasis will be placed on making correct choices based on sound principles of researched and applied science and human biological study. The course will present the various options, strategies, issues and implications surrounding the bases of human wellness.

EXER 5060. Current Issues and Trends in Health, PE, and Sport (3)
Course will be designed for formulating, designing, and implementing meaningful research into timely and practical wellness issues in health, physical education and/or sports, particularly in K-12 settings. Topics relative to health and physical educators, coaches, fitness coordinators, etc., will be researched and discussed. Society health, fitness, wellness, and athletic concerns will be researched and debated.

EXER 5070. The Law in PE and Sport (3)
Course will be a thorough investigation and review of the legal and judicial issues, cases, and history of litigation in physical education and sport. Case research, analysis of law, and current legal issues that apply to physical educators and coaches will be examined in detail. Professional liability, statutory, and landmark cases in movement education will be studied.

EXER 5080. Facility Design and Management (3)
Course will examine basic principles and practices of planning, designing, managing, operation of, maintenance of, security for, scheduling, crowd/risk management, adaptive barriers for, etc of facilities for PE, sport, recreation, health, fitness, etc.

EXER 5090. Promotion and Marketing of PE and Sport (3)
Course will examine promotion and marketing principles such as marketing concepts, ethics, strategies, customer analysis, activity promotion, advertising, publication, sponsorship, endorsements, sales promotion, merchandising, public relations, etc., specific to the perspective of athletic directors, head coaches, school administrators, fitness administrators, etc.

EXER 5100. Leadership and Management in Health, PE and Sport (3)
Course will examine the basic skills and techniques in leadership and management to include, but not limited to, leadership styles, problem-solving, decision-making, planning, budgeting, delegation, communications, self-management, supervision, staffing, accountability, time management, etc. A major part of the course will deal with proper leadership/management in health, PE, and sport issues in K-12 educational settings.

EXER 5110. Conflict Resolution in PE/Sport (3)
Course will address conflict analysis and resolution associated with PE and sport environments. Both team and individual conflict situations will be discussed along with possible solutions. PE teacher/coach resolution and problem-solving methodologies will be covered along with mediation techniques.

EXER 5980. Research Methodology (3)
Course will address graduate-level research design and methodology to include hypotheses, human subject(s) ethics and protocol, data collection, sampling, measurement, statistics, data interpretation, data analysis, etc.

EXER 5990. Capstone Study (3)
Each student must successfully complete an original, rigorous, and significant research project. The capstone project may be a thesis or take another format, but all projects will be supervised by appropriate Physical Education Department graduate faculty. Any project must have prior approval of the Physical Education Graduate Committee.

MASTER OF ARTS IN SCIENCE EDUCATION (M.A.)

Director: Rita Hagevik, Biology

Program Description

The Master of Arts (M.A.) in Science Education program has two concentrations. The Licensure Concentration is designed to prepare currently licensed North Carolina Secondary School Science Teachers for the N.C. Master's/Advanced Competencies License. The program requires 36 s.h. and is a logical extension of any undergraduate science teacher preparation program including those currently offered at UNCP.

The M.A. in Science Education has been designed to provide an opportunity for science teachers who hold a comprehensive Science License, a Biology License, or a Science Content Area License to enter the program and qualify for the N.C. Master's/Advanced License.

While in the M.A. Program, the former undergraduate science education major will be required to concentrate in one of four areas of science (12 s.h. in Biology, Chemistry, Physics, or Earth Science) and take nine additional s.h. in the three areas outside of the concentration (no more than 3 s.h. from any one area). The former undergraduate biology education major can concentrate in biology (15-18 s.h.) and take an additional 3 s.h. to 6 s.h. in an area or areas outside of biology. Both groups will also take a required core of professional education courses (9 s.h.) and six additional s.h. in science education.

The M.A. in science education will build upon the instructional expertise and leadership qualities and skills of an experienced licensed science teacher by requiring the following qualifications prior to full admission into the program:

1. the applicant must hold either the N.C. Secondary Science Comprehensive License or the Secondary Biology License. Any out-of-state applicants will have to hold licenses deemed equivalent to the N.C. licenses.
2. the applicant must meet all of the graduate school general admission requirements.

Another degree program, the Non-Licensure Concentration in Biology, enables individuals to combine their science expertise with advanced understanding of teaching and learning to prepare individuals to teach science in the community such as in a community college or as an instructor in a university or to work as a scientist or perhaps to pursue an advanced degree in the sciences. Students in this program work with a faculty advisor to develop and implement a research project culminating in a thesis. This program includes an internship customized to individualized career goals. In addition, courses are offered in a wide variety of exciting locations including study in Bermuda, Costa Rica, Ossabaw Island, the Grand Canyon, and Nova Scotia. A video and additional program information can be found at http://www.uncp.edu/biology/grad_programs/. The non-licensure program is designed for applicants who meet all of the graduate school general admission requirements for the program with the exception of the teaching licensure requirement and do not desire to pursue a teaching license. Students in this Master's program are prepared to teach in community college settings, non-formal science education settings such as zoos, museums, and aquaria or other professional science settings. Upon admission to the program, students will be required to sign a waiver of North Carolina Standard Professional I and M level licensure.

Program Goals

The major goals of the program are designed to prepare a student to be able to:

1. Apply the theoretical, philosophical, and research bases for educational practice in a variety of science educational settings to improve student learning.
2. Plan, implement, and evaluate instruction that is philosophically consistent with the current National Science Education Standards.
3. Incorporate knowledge of the nature of the learner, learning process, variations in learning abilities, assessments, and strategies for evaluating learning in the secondary school classroom.

4. Plan, implement, and evaluate instruction that is culturally and pedagogically responsive to diverse students.
5. Understand and employ methods of research to examine and improve instructional effectiveness, student achievement, and program evaluation in the science classroom and other non-formal science settings.
6. Understand and link subject matter to students' developmental and diverse needs.
7. Plan, implement, and evaluate instruction that reflects intellectual rigor and depth of knowledge in both science content and pedagogy.
8. Demonstrate self-directed, self-reflective, and research-based practice that provides leadership to colleagues and communities through collaboration, participation, and presentation in international, national, and state science education, science, and/or other educational organizations.

Requirements for a Master of Arts in Science Education **Sem. Hrs.**

Core: Required courses 15

EDN 5440 Survey of Educational Research
EDN 5660 Applied Educational Research
SCE 5600 Foundations of Science Education
SCE 5700 Improving 9-12 Science Classroom Instruction
SCE 5800 Contemporary Issues in Science Education

Content: Choose 21 credit hours from the following:

A concentration in one of these areas (12 hours) 12

(note: Biology Education majors may choose 15-18 hours in Biology)

Biology (required for undergraduate Biology Education majors)

BIO 5100 Marine Biology
BIO 5120 Topics in Ecology and Environmental Biology
BIO 5150 Advanced Microbiology
BIO 5200 Current Trends in Molecular and Cell Biology
BIO 5250 Evolutionary Botany
BIO 5350 Evolutionary Zoology
BIOS 5xxx Special Topics in Biology

Chemistry

CHM 5200 Current Trends in Chemistry
CHM 5480 Historical Perspectives on Chemistry
CHM 5500 Spectroscopic Methods of Structure Determination
CHM 5600 Instruments for Chemical Analysis
CHMS 5xxx Special Topics in Chemistry

Earth Science

GLY 5010 Essentials of Earth Science
GLY 5020 Essentials of Earth History
GLY 5040 The Physiography and Ecology of the Atlantic Coastal Plain
GLY 5410 Meteorology and Climatology
GLYS 5xxx Special Topics in Geology
GGYS 5xxx Special Topics in Geography

Physics

PHY 5200 Current Trends in Physics
PHY 5480 Historical Perspectives of Physics
PHY 5500 Classical Mechanics
PHY 5600 Modern Physics
PHYS 5xxx Special Topics in Physics

Additional courses in the three areas outside of the concentration 9
Students must complete at least 3 semester hours in each of the three areas outside of their area of concentration.

Capstone Experience
Each candidate must select and successfully complete a Comprehensive Portfolio as the final product of the program and successfully complete a Comprehensive Exit Oral Interview.

NOTE: For EDN course descriptions, see listings in the M.A.Ed. program. **Total: 36**

Requirements for a Master of Arts in Science Education: Non-Licensure Concentration in Biology	**Sem. Hrs.**
Required Science Education Courses	6
Choose two of the following:	
SCE 5600 Foundations of Science Education	
SCE 5700 Improving 9-12 Science Classroom Instruction	
SCES 5xxx Special Topics in Science Education	
Required Science Content Courses	18-21
A minimum of 18 semester hours from the following:	
BIO 5100 Marine Biology	
BIO 5120 Topics in Ecology and Environmental Biology	
BIO 5150 Advanced Microbiology	
BIO 5200 Current Trends in Molecular and Cell Biology	
BIO 5250 Evolutionary Botany	
BIO 5350 Evolutionary Zoology	
BIOS 5xxx Special Topics in Biology	
Guided Electives	9-12
The program director must approve the elective selections based upon the student's career goals and objectives.	
Capstone Experience	
Each candidate must select and successfully complete a Master's Research Project as the final product of the program and successfully complete a Comprehensive Exit Oral Interview. The Research Project must be approved by the candidate's graduate committee.	
	Total: 36

COURSES

BIOLOGY DEPARTMENT (BIO)

BIO 5100. Marine Biology (3 hours)

A survey of the common organisms associated with tropical marine habitats. Emphasis will be on fish, invertebrates, algae, and birds. Coverage will include discussions of the coral reef and mangrove communities, ocean currents, and physical and geological factors. The course includes a one-week on-campus study followed by a one-week field, lab work at the Bermuda Biological Station for Research. There are additional costs involved in the trip.

BIO 5120. Topics in Ecology and Environmental Biology (3 hours)

Students will become cognizant of the principles of ecology and environmental biology through analysis of the interactions of organisms with each other and their interactions with the physical environment. The impact of humans and human systems on the natural world will be examined The interaction of ecological, geological and human processes is examined at regional, national, and global scales. Human management of fragmented landscapes will be discussed. Certain topics may be emphasized according to the expertise of the instructor.

BIO 5150. Advanced Microbiology (3 hours)

A survey of modern developments emphasizing the application of the knowledge of fundamental microbiology to address problems which exist in today's environment. Topics will be discussed using case studies and problem -based learning and will include comparative genomics, emerging infectious diseases, antibiotic resistance, bioterrorism, microbial biotechnology and archaeal, viral, and prion biology.

BIO 5200. Current Trends in Molecular and Cellular Biology (3 hours)

This course is designed to provide the student with an awareness and appreciation of the rapidly changing trends in molecular and cellular biology. Discussion will include the medical potential and ethical issues raised by developments in these areas. Topics of discussion will include cloning, gene therapy, etc.

BIO 5250. Evolutionary Botany (3 hours)

A survey of all photosynthetic organisms with emphasis on phylogenetic relationships. Topics covered will include early evolution of life and the part photosynthesis played, three billion years of evolution restricted to the aquatic habitat, and evolution of terrestrial plants over the last half billion years.

BIO 5350. Evolutionary Zoology (3 hours)

A review of the basic workings of science, evolutionary concepts, and the animal kingdom. Topics will also include animal fossils, morphological & behavioral phylogeny, and human evolution.

BIOS 5xxx. Special Topics in Biology (1-4 hours)

The course content will vary from offering to offering. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special, intense summer experiences which focus on concepts within the discipline of biology. Offerings will be on an announced basis.

CHEMISTRY AND PHYSICS DEPARTMENT (CHM/PHS/PHY)

CHM 5200. Current Trends in Chemistry

A survey of current developments and trends in the various fields of chemistry. Credit, 3 semester hours. PREREQ: At least 24 credit hours of undergraduate coursework in chemistry or consent of the instructor and the department chair.

CHM 5480. Historical Perspectives of Chemistry

This course emphasizes the development of physical concepts in the discipline of chemistry from the earliest records through Aristotle, the alchemist and beyond, to the present. Topics include contributions of such scientists as Boyle, Lavoisier, Dalton, Mendeleev, Rutherford, and others. Discussions concerning their methods, motives, and the mental and social climate of their time are also included. Credit, 3 semester hours.

CHM 5500. Spectroscopic Methods of Structure Determination

The student will be introduced to the process by which the modern organic chemist determines the atom-to-atom structure of organic molecules. A review of empirical and molecular formulas, and what can be learned from them, is included. However, the major focus of the course will be teaching the student about the use of a number of instrumental techniques that is used in the elucidation of individual molecular structures. The specific techniques, and how they relate to molecular structure determination, include: UV-VIS (ultra violet-visible spectroscopy), IR (infrared spectroscopy), mass spectrometry (simulated data only), and various introductory and advanced NMR (nuclear magnetic resonance spectroscopy) techniques, including Proton and Carbon-13, COSY, DEPT, and HETCOR. Credit, 3 semester hours. PREREQ: At least 24 credit hours of undergraduate coursework in chemistry or consent of the instructor and the department chair.

CHM 5600. Instruments for Chemical Analysis
A course examining the theory and operation of instrumentation used for quantitative and qualitative analyses of matter. A combination of lecture and laboratory activities will develop both student knowledge of and skills in a variety of modern spectroscopic, electrochemical and chromatographic techniques. Credit, 3 semester hours. PREREQ: At least 24 credit hours of undergraduate coursework in chemistry or consent of the instructor and the department chair.

CHMS 5xxx. Special Topics in Chemistry
Course content will focus on topics in chemistry and will vary from offering to offering, with prerequisites appropriate to content. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special, intense summer experiences which focus on concepts within the discipline of chemistry. Credit, 3 semester hours.

PHS 5000. The Art and Science of Chemistry and Physics
Essential concepts of chemistry and physics will be explored in the context of current topics in science and technology. Varied course assignments will actively engage students in the review of popular and scientific literature; the collection, analysis, interpretation, and presentation of scientific data; and the correlation of scientific knowledge to societal issues. Credit, 3 semester hours. PREREQ: Enrollment in an MA or MS degree program.

PHY 5200. Current Trends in Physics
A survey of current development and trends in the various fields of physics. Credit, 3 semester hours. PREREQ: At least 24 credit hours of undergraduate coursework in physics or consent of the instructor and the department chair.

PHY 5480. Historical Perspectives of Physics
This course emphasizes the development of physical concepts in the discipline of physics from the earliest records through Aristotle, Einstein and beyond, to the present. Topics include contributions of such scientists as Copernicus, Galileo, Newton, Boyle, Rutherford, Millikan, Bohr, DeBroglie, Schroedinger, and others. Discussions concerning their methods, motives and the mental and social climate of their time are also included. Credit, 3 semester hours.

PHY 5500. Classical Mechanics
Newtonian mechanics, linear oscillations, non-linear oscillations, introduction to calculus of variation. Hamilton's principle and La Grange's equations, central force motion, non-inertial frames, rigid body dynamics, vibrating systems. Credit, 3 semester hours. PREREQ: At least 24 credit hours of undergraduate coursework in physics or consent of the instructor and the department chair.

PHY 5600. Modern Physics
Special theory of relativity; introductory quantum mechanics with applications to microscopic systems; Fermi-Dirac, Bose-Einstein statistics; and electronic bands in solids. Credit, 3 semester hours. PREREQ: At least 24 credit hours of undergraduate coursework in physics or consent of the instructor and the department chair.

PHYS 5xxx. Special Topics in Physics
Course content will focus on topics in physics and will vary from offering to offering, with prerequisites appropriate to content. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special, intense summer experiences which focus on concepts within the discipline of physics. Credit, 3 semester hours.

GEOLOGY AND GEOGRAPHY DEPARTMENT (GLY, GGY)

GLY 5010. Essentials of Earth Science (3 hours)
Advanced study of topics in geology, meteorology, oceanography, and solar system astronomy.

GLY 5020. Essentials of Earth History (3 hours)
An Advanced study of earth history as recorded in the rock record. Topics include geologic time; evolution of the continents, oceans and atmosphere; fossils and the development of life through time; and the historical development of geologic concepts. Prerequisites: GLY 5010 or permission of the instructor.

GLY 5040. Physiography and Ecology of the Atlantic Coastal Plain (3 hours)
A systematic study of the physical and cultural setting of the Atlantic Coastal Plain. Topics include soils, water, vegetation, landforms (including extensive study of Carolina bays), weather and climate, population, settlement and resource use. The course includes weekend field trips.

GLY 5410. Meteorology and Climatology (3 hours)
Analysis and presentation of weather and climate information. Emphasis on explanatory methods in basic meteorology. Graphical representation and modeling of weather elements, atmospheric processes and climate regions.

GLYS 5xxx. Special Topics in Geology (1-4 hours)
Course content will change from offering to offering. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special intense summer experiences that focus on concepts within the discipline of geology. Offerings will be on an announced basis.

GGYS 5xxx: Special Topics in Geography (1-4 hours)
Course content will change from offering to offering. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special intense summer experiences that focus on concepts within the discipline of geography. Offerings will be on an announced basis.

SCIENCE EDUCATION (SCE)

SCE 5000. Teaching Science in Grades 6-12 (3 hours)
Purposes, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials appropriate for teaching science in the 6-12 classroom. Limited to MAT students only. Prerequisites: Formal admission to the MAT program; EDN 5500.

SCE 5600. Foundations of Science Education (3 hours)
Historical, philosophical, sociological, political, and economic factors affecting science education in the schools of the United States will be analyzed. The goals of science education in the United States from the early nineteenth century to the present along with the implications of various learning theories and models for curriculum development will be examined. Current trends, issues, and problems in science education will also be evaluated.

SCE 5700. Improving 9-12 Science Classroom Instruction (3 hours)
This course will focus on the application of major principles of education and psychology for the improvement of science teaching in the secondary school science classroom. This will include clarification of goals and objectives of science teaching, instructional strategies, assessment, elements of a desirable classroom climate, and a critical analysis of research relevant to the teaching of all science disciplines.

SCE 5800. Contemporary Issues in Science Education (3 hours)
Students will continue in-depth studies into problems and emerging issues related to standards-based science education instruction and programs building upon the knowledge, skills, and dispositions addressed in both SCE 5600–Foundations of Science Education and SCE 5700–Improving 9-12 Science Classroom Instruction. In this culminating course, students will finalize their field-based experiences and/or leadership project and present the results at a professional meeting. Prerequisites: SCE 5600 and SCE 5700.

SCE 5810. Internship in 9-12 Science Education (3 hours)
Ten week, full-time internship experiences in an off-campus public school setting appropriate for 9-12 Science licensure. Prerequisite: Approval of the Science Education Program Director.

SCES 5xxx. Special Topics in Science Education (1-4 hours)
The course content will vary from offering to offering, but it will be designed to encompass a variety of concepts and pedagogy within the area of science education. It will meet the special needs of individuals within the master's program at UNCP, as well as students seeking credit in special offerings such as short courses, seminars, and special, intense summer experiences.

MASTER OF ARTS IN SOCIAL STUDIES EDUCATION (M.A.)

Director: Scott C. Billingsley

The Master of Arts (M.A.) in Social Studies Education program has two concentrations. The Licensure concentration is designed for experienced teachers who wish to increase their own knowledge, enhance social studies instruction for their students, and exercise professional leadership in social studies curriculum development within secondary schools. It builds upon and extends the multiple goals of UNC Pembroke's undergraduate social studies education program. The history and social science requirements are carefully structured to provide breadth of coverage and self-selected areas of concentration. The History/Social Science concentration is designed for students who do not hold or seek North Carolina teacher licensure but wish to pursue graduate study in history, enhanced by work in related social science fields.

The Master of Arts in Social Studies Education program will enable students to

1. Strengthen their history and social science knowledge base and analytical skills.
2. Enhance their understanding of the structure and methods of the individual academic disciplines and, therefore, their ability to make the material interesting and comprehensible to their students.
3. Become familiar with recent curriculum reform initiatives which have particular relevance for social studies teachers, including the essential thematic strands identified by the National Council for the Social Studies and the national standards developed for each content area.
4. Integrate recent scholarship and professional trends with their own classroom experiences.
5. Evaluate available technology resources (hardware and software) and determine their suitability for instructional purposes.
6. Assume professional leadership roles in curriculum development, instructional planning, and advocacy for social studies as an essential component of K-12 education.

Students will complete a capstone product of learning and, with the guidance of a project committee from the relevant academic discipline(s), prepare a professional presentation for colleagues prior to graduation.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS

** Current SSE licensure;

** A letter of application describing what the applicant hopes to gain from the program and, in light of her or his current philosophy of social studies education, how the applicant assumes the program will affect classroom practices.

** [Non-licensure degree candidates will be required to sign a waiver of licensure statement and will be exempted from the two-year teaching experience stipulation. They will not be expected to submit a recommendation from a school administrator.]

Requirements for a Master of Arts in Social Studies Education	**Sem. Hrs.**
Required Professional Studies Core	9
EDN* 5480 Advanced Foundations of American Education	
EDN* 5490 Effective Educational Leadership	
EDN* 5660 Applied Educational Research	
Pedagogical Expertise	3
SSE 5750 - Social Studies Curriculum Transformation	
History Content	12
Select one course from each category (9 credit hours):	
HSTS 5000-5190 (European History)	
HSTS 5200-5390 (Asian, African, Latin American History)	
HSTS 5400-5590 (United States History)	
Select one additional course from the following (3 credit hours):	
HST 5100 - Advanced North Carolina History	
HST 5200 - History of the South	
HSTS 5xxx (any of the above categories)	
Social Sciences Content	12
Select two approved courses from one social science discipline. Both courses must be in the same field (6 credit hours):	
Political Science	
Geography	
Economics**	
American Indian Studies	
Sociology	
Select two approved courses from any social science field not selected for the concentration above. Courses may be in different fields (6 credit hours):	
Political Science	
Geography	
Economics**	
American Indian Studies	
Sociology	
Required Capstone: A Capstone Project will be submitted for review at the end of the program.	0
	Total: 36

Requirements for a Master of Arts in Social Studies Education: History/Social Science Concentration	**Sem. Hrs.**
Core Courses	9
HST 5000 - Historical Methods	
HST 5990 - Historical Research	
SSE 5750 - Social Studies Curriculum Transformation	
History Content	15-18
Select at least one course from each category:	
HSTS 5000-5190 (European History)	
HSTS 5200-5390 (Asian, African, Latin American History)	
HSTS 5400-5590 (United States History)	

Social Sciences Content 9-12

Select approved courses from the following social science disciplines:

Political Science
Geography
Economics**
American Indian Studies
Sociology

Required Capstone: A Capstone Project will be submitted for review at the end of the program. 0

Total: 36

Note: For course descriptions, see listings in the following graduate degree programs: *M.A.Ed., **MBA

COURSES

AMERICAN INDIAN STUDIES DEPARTMENT (AIS)

AIS 5050. Contemporary Issues of American Indians (3 hours)

This seminar-style course examines major issues of American Indians in the 20th century. Both local and national in scope, topics to be addressed include: politics, economics, treaty relationships with federal and state governments, education, alcohol and substance abuse, the environment, cultural identity, relations with non-Indians, religious freedom, land and water rights, tribal sovereignty, and other issues as they arise.

AIS 5150. Amerindian Oral Traditions (3 hours)

An examination of selected American Indian oral narrative traditions emphasizing a religio-literary assessment of mythical, anecdotal, and historical stories.

GEOLOGY AND GEOGRAPHY DEPARTMENT (GLY/GGY)

GLY 5010. Essentials of Earth Science (3 hours)

Advanced study of topics in geology, meteorology, oceanography, and solar system astronomy.

GGY 5030. Descriptive Regional Analysis (3 hours)

Qualitative definition of geographical regions in the light of human interests: physical, biotic, demographic and socio-cultural determinants; the relevance of regional factors for planning and policy issues in education, government, the economy, and the general welfare.

GGY 5050. Geographics (3 hours)

Visualization of spatial data. Utilization of mapping software to create high quality graphics for interdisciplinary analysis in business, marketing, education, demographics, etc. Study of contemporary advances in computer mapping technology and geographic information systems.

HISTORY DEPARTMENT (HST/SSE)

Social Studies Education Courses

SSE 5500. Advanced Social Studies Curriculum and Instructional Methods (3 hours)

This course, which utilizes lecture, workshop, and demonstration formats, has several related components. It reviews history and social science content, introduces strategies for promoting active learning, and enables the student to integrate both into effective instructional plans. Students will also develop instructional technology competencies required for professional effectiveness.

SSE 5750. Social Studies Curriculum Transformation (3 hours)

This course enables students to transform social studies instruction by incorporating recent scholarship and innovative teaching strategies in the social studies classes they teach. Topics will be addressed in a way designed to facilitate synthesis of academic learning and classroom experience, and aligned with advanced professional standards. *Prerequisites: formal admission to the M.A. or M.A.T. in Social Studies Education Programs; SSE 5500 (for MAT students only).*

SSE 5810. Internship in Secondary Social Studies Education (3 hours)
Ten week, full-time internship experiences in an off-campus public school setting appropriate for 9-12 Social Studies licensure. *Prerequisite: Approval of the Social Studies Education Program Director.*

History/Social Science Concentration Core Courses

HST 5000. Historical Methods (3 hours)
This course deals with methods of historical research, the critical evaluation of sources, primary as well as secondary, and the writing and oral presentation of an historical essay. Accordingly, one major course requirement is a research paper based on primary and secondary sources. Because the *process* of historical research is as important as the research *product*, this paper will be the culmination of a series of steps (completed both within and outside the classroom) designed to help each student master the elements of research and effective written and oral presentation.

HST 5990. Historical Research (3 hours)
This course serves a capstone learning experience for M.A. in Social Studies Education students in the History/Social Sciences Concentration. Students will complete and present a directed, supervised research project. Graded on a Pass/Fail basis. *Prerequisite*: A complete proposal should be approved no later than the close of registration. Approval requires the signature of the supervising faculty member and of the History Department Chair.

Asian, African, Latin American History

HSTS 5200-5260 - Topics in Asian History (3 hours)
These courses examine a specific region, period, or theme in Asian history. Topics will vary, determined by the instructor's specialty.

HSTS 5270-5330 - Topics in African History (3 hours)
These courses examine a specific region, period, or theme in African history. Topics will vary, determined by the instructor's specialty.

HSTS 5340-5390 - Topics in Latin American History (3 hours)
These courses examine a specific region, period, or theme in Latin American history. Topics will vary, determined by the instructor's specialty.

European History

HSTS 5000-5090 - Topics in European History to 1500 (3 hours)
These courses examine a specific region, period, or theme in European history prior to 1500. Topics will vary, determined by the instructor's specialty.

HSTS 5100-5190 - Topics in European History since 1500 (3 hours)
These courses examine a specific region, period, or theme in European history since 1500. Topics will vary, determined by the instructor's specialty.

United States History

HSTS 5400-5490 - Topics in U.S. History to 1890 (3 hours)
These courses examine a specific period or aspect of U. S. history prior to 1890. Topics will vary, determined by the instructor's specialty.

HSTS 5500-5590 - Topics in U.S. History since 1860 (3 hours)
These courses examine a specific period or aspect of U. S. history since 1860. Topics will vary, determined by the instructor's specialty.

Additional History Electives

HST 5100 - Advanced North Carolina History (3 hours)
An advanced study of the development of North Carolina from colonial beginnings to the present.

HST 5200 - History of the South (3 hours)
A political, economic, and cultural study of the southern region with emphasis on the characteristics which make it distinctive.

HSTS 5591-5599 - Topics in History (3 hours)
These courses will focus on one topic which does not fit within any single geographic category used above.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION DEPARTMENT (PLS)

PLS 5400. Systems of State and Local Government (3 hours)
Systematic survey of municipal, county, special district, and state governments, with special emphasis on critical examination of their roles and problems in the decision making process of respective political subdivisions.

PLS 5450. American Political Process (3 hours)
Examination of American political and governmental institutions and analysis of their process, relationship, and roles in the dynamics of the political system.

SOCIOLOGY AND CRIMINAL JUSTICE DEPARTMENT (SOC)

SOC 5010. The Changing Family (3 hours)
Family relations in crosscultural and contemporary American perspectives. History, present status, and direction of future change.

SOC 5020. American Pluralism—Race and Ethnicity in American Life (3 hours)
The American character hinges upon a complex racial and ethnic pluralism that has existed since the establishment of the United States as a republic and before. This course is intended to explore the dynamics of the social construction of racial and ethnic identity, as well as the historical and contemporary relations among various racial and ethnic groups within the United States, from a sociological standpoint.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)

The University of North Carolina at Pembroke offers programs of graduate studies leading to the advanced Master of Arts in Education degree and a graduate-level "M" license in Elementary Education, Middle Grades Education, Reading Education, and Professional School Counseling and to the advanced Master of Arts in Education degree in Clinical Mental Health Counseling.

The M.A.Ed. programs are designed to provide opportunities for continuing professional development and master's level licensure for teachers, school support personnel, and counselors. The education and school support personnel programs are fully accredited by the National Council for Accreditation of Teacher Education, the North Carolina State Board of Education, and the Southern Association of Colleges and Schools. The Professional School Counseling and Clinical Mental Health Counseling Programs are fully accredited by the Council for the Accreditation of Counseling and Related Education Programs.

Graduate Program Directors

Elementary Education–Karen Stanley
Middle Grades Education–Zoe Locklear
Reading Education–Heather Kimberly Dial Sellers
Clinical Mental Health Counseling–Angela McDonald
Professional School Counseling–Jeffrey Warren

The M.A.Ed. Program Structure

The M.A.Ed. programs leading to advanced teacher licensure (Elementary Education, Middle Grades Education, Reading Education) consist of a total of 36 semester hours. Each M.A.Ed. Licensure area uses a unique configuration of required courses, guided electives, practica, and thesis options to meet program standards. Full program descriptions are presented in the next section.

The M.A.Ed. programs in Clinical Mental Health Counseling and Professional School Counseling consist of 27 semester hours of core counseling courses, 24 semester hours of specialty area courses and electives in clinical mental health counseling or professional school counseling, and 9 semester hours of clinical field placement courses for a total of 60 semester hours.

M.A.Ed. PROGRAMS OF STUDY AND COURSES

Programs
Elementary Education 442
Middle Grades Education 443
Reading Education 445
Clinical Mental Health Counseling 446
Professional School Counseling 448
Education Courses (EDN, ELE, RDG) 451
Counseling Courses (CNS) 458

Other programs leading to advanced teacher licensure also are available. Master of Arts (M.A.) degree programs are offered in Art Education, English Education, Mathematics Education, Music Education, Physical Education, Science Education, or Social Studies Education. The Master of Arts in Teaching (M.A.T.) program is offered in the following areas of specialization: Art Education, Music Education, Physical Education, Middle Grades Education (Language Arts, Mathematics, Science, and Social Studies), and Secondary Education (English, Mathematics, Science, and Social Studies).

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
ELEMENTARY EDUCATION

Director: Karen Stanley

Program Description

The master's degree in elementary education is designed for experienced, practicing teachers who are seeking an "M" license and/or planning to apply for National Board Certification. The master's program extends the theoretical and pedagogical foundations acquired during undergraduate study and builds on the competence acquired by the career teacher through years of practice. Teachers must hold a Standard Professional I license or be eligible to hold a Standard Professional I license at the time of application. Two years full-time teaching experience is recommended but not required.

Program Mission

The mission of the master's program in elementary education is to prepare the experienced teacher for full participation in the profession as leader, researcher, and master practitioner. The master's program is designed to promote both teacher autonomy and interdependence through inquiry, reflection, and action. Teachers and teacher educators are encouraged to collaborate on ways to enhance the professional lives of teachers, the learning and well-being of their students, the teaching and learning environments of their schools, and partnerships with parents and families.

Program Goals

The Elementary Education Program is designed to help the career teacher

1. strengthen his/her commitment to the goals of education in a democratic society and use the underlying principles of those goals to guide decisions about practice;
2. develop ways of working with families and other members of the community to reform schools so that all children may learn meaningfully and equitably;
3. become an active member of various professional communities, develop leadership abilities, and seek opportunities to function as a leader within those communities;
4. develop the disposition to strengthen both subject-specific and pedagogical knowledge-bases through systematic research and inquiry on practice;
5. construct (or revise) a conceptual framework for teaching and learning which reflects the philosophical, moral, and pedagogical complexities of teacher decisions about the education of culturally and developmentally diverse learners; and,
6. develop the disposition to reflect critically on the connection between his/her conceptual framework for teaching and learning (theory) and the effectiveness of his/her practice on diverse learners.

Requirements for a Master of Arts in Education: Elementary Education	**Sem. Hrs.**
I: Theory and Research	6
EDN 5490. Effective Educational Leadership	
EDN 5660. Applied Educational Research	
II: Professional Practice and Pedagogy	15
ELE 5700. Language, Literacy, and Diversity	
ELE 5750. Curricula Design and Choices	
ELE 5775. Development, Diversity, and Differentiated Instruction	
ELE 5800. Advanced Elementary Mathematics and Science	
ELE 5850. Advanced Elementary Social Studies and Language Arts	
III: Guided Content Courses	12
In consultation with their program advisor and/or director, candidates will choose 12 semester hours from content courses.	
IV: Professional Practice and Pedagogy	3
ELE 5900. Professional Development and Leadership Seminar	
	Total: 36

MASTER OF ARTS IN EDUCATION (M.A.Ed.) MIDDLE GRADES EDUCATION (6-9)

Director: Zoe Locklear
Specialty Area Advisors:
Language Arts: Roger A. Ladd
Mathematics: Raymond Lee
Science: Rita Hagevik
Social Studies: Scott C. Billingsley

Program Description

The advanced Middle Grades Education degree program is designed for experienced teachers who possess or who are eligible to hold a Standard Professional I license in middle school education. Building on the background knowledge and experience of the classroom teacher, the program seeks to strengthen advanced academic competence through two teaching concentrations in the disciplines, and to relate advanced understandings of the learner, learning process, curriculum, and instructional strategies to the unique needs and characteristics of the emerging adolescent.

Students pursuing the M.A.Ed. are encouraged to complete the program's professional studies core within their initial 15 hours of graduate study. The specialty area course, EDN 5950. Professional Development and Leadership Seminar. Curriculum, and Instruction, is a capstone experience taken toward the completion of the student's program of study. All M.A.Ed. candidates are required to construct and present products of learning such as action research projects and professional portfolios that are aligned with the advanced Master's degree competencies.

Program Goals

The Program will prepare the teacher to

1. Develop an understanding of the history and philosophy of middle grades education and theories about its future development, including organizational components and assessment and evaluation in the middle school setting.
2. Develop an understanding of middle school curriculum and practices appropriate for the emerging adolescent learner.
3. Develop a greater understanding of the theoretical base, research, and exemplary practices of middle grades education.
4. Demonstrate advanced knowledge of the content and pedagogy of the middle school curriculum.
5. Improve educational practice through self-reflection, self-evaluation, and action research.

Requirements for a Master of Arts in Education: Middle Grades Education	**Sem. Hrs.**
Required Professional Studies Core	12
EDN 5470. Advanced Classroom Management	
EDN 5480. Advanced Foundations of American Education	
EDN 5490. Effective Educational Leadership	
EDN 5660. Applied Educational Research	
Specialty Area Requirements: Required and Guided Electives in One Subject Area	21
Students must complete one 21-semester-hour content area concentration in Language Arts, Mathematics, Science, or Social Studies. Advanced study in any content area chosen for specialization requires foundation discipline knowledge sufficient for graduate-level work.	

1. Language Arts: *(two required courses + five electives)*
Required courses: EED* 5510 and EED* 5520
Five courses from the following: ENG* 5000, 5030, 5050, 5100, 5200, 5230, 5440, 5450, 5500, 5610, 5650, 5750, ENGS 5000-5099, 5100-5199, 5200-5299, 5300-5399, 5400-5499, 5700-5799, or ENG 5810, 5830, *or* 5850

2. Science: *(one required course + six electives)*
Required course: SCE** 5600
Physical Sciences (select at least three): PHY** 5200 or 5480; CHM** 5480 or 5200; GLY** 5010 or 5020
Life Sciences (select at least one): BIO** 5100, 5120, 5250, 5350
At least two additional courses from those listed above.

3. Social Studies: *(one required course + six electives)*
Required course: SSE*** 5750
Social Sciences (select at least three): Geology/Geography (GGY/GLY***), Political Science (PSPA***), Economics (ECN*****), American Indian Studies (AIS***)
History (select at least three): HST*** 5100, 5200, HSTS 5xxx

4. Mathematics: *(two required courses + five electives)*
Required courses: MATE**** 5500, 5530
Five courses selected from MATE**** 5600, MATH **** 5060, 5080, 5110, MAT **** 5020, 5070

Required Middle Grades Capstone Course	6
EDN 5760. Advanced Methods for Middle Grades Instruction	
EDN 5950. Professional Development and Leadership Seminar	
Thesis	0-6
Independent Study	0-3
	Total (minimum): 39

Note: For course descriptions, see M.A. in *English Education, **Science Education, ***Social Studies Education, ****Mathematics Education, *****MBA

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
READING EDUCATION

Director: Heather Kimberly Dial Sellers

Program Description

The Master of Arts in Education (M.A.Ed.) in Reading Education is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. must be licensed to teach in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services.

Special Program Admission Requirements:

Applicants who do not have a degree in a reading-related discipline such as elementary education, special education, or English/ language arts are subject to special program admission requirement(s), which may include prerequisite courses, based on the Program Director's evaluation of the applicant's transcript.

Program Goals

The revised M.A.Ed. in Reading Education is organized around four major standards established by the International Reading Association (IRA) for Master's level literacy specialist. These reflect state-approved standards for reading teachers and expectations set forth by NCATE. All reading courses reflect the four program standards in content, learning opportunities, and requirements.

The four standards are:

1. Reading teacher candidates have knowledge of the foundations of reading.
2. Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.
3. Reading teacher candidates understand and apply best instructional practices and techniques in the reading process of all learners.
4. Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Please contact the Program Director for the Reading Education Program Progression Worksheet.

Requirements for a Master of Arts in Education: Reading Education	**Sem. Hrs.**
I: Orientation, Theory, and Research	13
EDN 5660 Applied Educational Research	
RDG 5150 Theory and Research in Literacy Development	
RDG 5220 Literacy and Literature	
RDG 5230 Professional Seminar I (1 hour)	
RDG 5350 Reading Instructional Strategies	
II: Expanding Content and Pedagogical Knowledge	13
RDG 5300 Reading and Writing in the Content Areas I (K-5)	
RDG 5301 Reading and Writing in the Content Areas II (6-12)	
RDG 5430 Professional Seminar II (1 hour)	
RDG 5450 Reading Development and Assessment	
Guided Elective course: With approval of the Program Director, candidates may enroll in one graduate course in another program at UNCP (assuming that they meet its prerequisites); the candidate must complete an Elective Transfer Form laying out the rationale for the elective course furthering the candidate's professional and educational goals. Candidates are particularly encouraged to use EDN 5470, EDN 5480, and EDN 5490 as elective courses.	

III: Influencing Literacy Instruction and Leadership 10

RDG 5320 Diversity and Multicultural Education
RDG 5330 Leadership in Reading
RDG 5610 Diagnosis, Assessment, Instruction, and Practicum in Reading
RDG 5630 Professional Seminar III (1 hour)

Total: 36

MASTER OF ARTS IN EDUCATION (M.A.Ed.) CLINICAL MENTAL HEALTH COUNSELING

Director: Angela McDonald

Program Description

The Master of Arts in Education (M.A.Ed.) in Clinical Mental Health Counseling is designed to assist graduate students in the development of competencies necessary for functioning in the role of professional counselor in a variety of settings. The M.A.Ed. in Clinical Mental Health Counseling meets the standards established by the North Carolina Board of Licensed Professional Counselors for Professional Counselor licensure (LPC) and the National Board of Certified Counselors' standards for national certification as a professional counselor (NCC). The program is located in the School of Education, Department of School Administration and Counseling, and shares a common core of classes with the Professional School Counseling Program. This program does not prepare students to be school counselors. Students interested in careers in K-12 school counseling should apply to the Professional School Counseling Program at UNCP.

The M.A.Ed. in Clinical Mental Health Counseling is organized into three curriculum components:

1. **Core counseling courses**: Core counseling courses provide a foundation of professional knowledge and skills for counseling students during the first two years of their programs of study. The core counseling courses are shared with the Professional School Counseling Program. Core counseling courses must be successfully completed with a passing grade prior to enrollment in field placement courses. Students are also required to take and pass a comprehensive examination, the Counselor Preparation Comprehensive Exam (CPCE), after completing their core counseling courses. A passing score is required for progression through and graduation from the program. The CPCE is a standardized counseling exam that assesses student learning in the core areas. The cost of the exam is $45 and students are allowed three attempts to pass the exam. Students must submit the application and pay the application fee by the required deadline.
2. **Specialty area and elective courses**: Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Specialty area courses may be taken concurrently with clinical field placement courses. Students consult with their academic advisors to determine the specialty and elective courses that will meet degree requirements and be best suited to the students' needs and interests.
3. **Clinical field placement courses**: Clinical field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved community agency, mental health clinic, college counseling center, and private practice settings and include on-site supervision and university-based supervision. The Counseling Practicum is a 3-credit-hour course that consists of a 100-hour field placement experience in an approved site and on-campus group supervision and instruction occurring weekly. Students complete the Counseling Practicum during their second year of study after completing the core counsel-

ing courses. The Counseling Internship is a 3-credit-hour course completed twice over two semesters and consists of a total of 600 hours of field placement experience, 300 hours per semester in an approved site with on-campus group supervision and instruction occurring weekly. Students must submit applications for participation in the clinical field placement courses during the semester prior to beginning their practicum courses.

Courses are scheduled in the evenings and during the summer months. The courses are delivered in a variety of modalities including online, face-to-face, and hybrid formats. The program is a 60-credit hour degree and can be completed in three years.

Program Mission

The mission of the Graduate Counseling Programs at the University of North Carolina at Pembroke is to train professional counselors committed to improving the mental health and human development of diverse individuals served in schools and communities. Through research, service, and teaching, the faculty members collaborate with students to prepare counseling practitioners who have strong counselor identities, effective clinical and leadership skills, and cultural competence. The counseling programs engage in continual program evaluation and revision to maintain alignment with the counseling profession's national standards.

Student Learning Outcomes

Upon completion of a counseling program at UNCP, students will show evidence of being reflective practitioners and critical thinkers who seek to respect diverse worldviews, demonstrate self-evaluation and self-reflection strategies, and engage in ongoing interpersonal skill development. Students will develop professional identities as counselors and engage as active members of their communities.

Program-Specific Admissions Standards (see also Graduate Admissions)

In addition to the School of Graduate Studies admissions requirements:

1. Submit an essay detailing experiences and goals relevant to professional counseling;
2. Submit three letters of recommendation from individuals with whom the applicant has professional affiliation, such as former faculty members or supervisors; and
3. Participate in an interview with program faculty.

Non-Degree-Seeking Students

Prospective students interested in registering for coursework to achieve credentialing in either of the graduate counseling areas should contact the Non-Degree-Seeking Student Coordinator, Dr. Angela McDonald (angela.mcdonald@uncp.edu), for information. Requests to take courses for credentialing purposes must be made to the Coordinator and will be reviewed by program faculty. Non-degree-seeking students, including graduates of either UNCP counseling program, should complete the School of Graduate Studies application form following the procedures for Enrollment for Enrichment Purposes and consult with the Non-Degree-Seeking Student Coordinator two months prior to the start of the semester in which the students would like to register for courses. Students seeking to enroll in courses for summer and fall semesters should apply by April and students seeking to enroll in courses for spring semesters should apply by October. Students who are permitted to take courses as non-degree-seeking students will attend an orientation session with the Coordinator. Non-degree-seeking students are not permitted to take field placement courses at UNCP in either counseling program.

Requirements for a Master of Arts in Education: Clinical Mental Health Counseling	**Sem. Hrs.**
Core Counseling Courses	27
CNS 5000 Professional and Ethical Issues	
CNS 5050 Counseling Skills and Techniques	
CNS 5500 Research and Program Evaluation	
CNS 5400 Theories of Counseling	
CNS 5700 Career Counseling and Development	
CNS 5025 Lifespan Development	
CNS 5100 Groups in Counseling	
CNS 5600 Assessment Practices in Counseling	
CNS 5800 Multicultural and Social Justice Counseling	
Specialty Area and Elective Courses	24
CNS 5450 The Clinical Mental Health Counselor	
CNS 5360 Diagnosis and Treatment Planning	
CNS 5080 Gender and Sexuality Issues in Counseling	
CNS 5850 Theory and Process of Family Counseling	
CNS 5900 Issues in Addictions for Counselors	
CNS 5060 Crisis Intervention	
Select two elective courses from:	
CNS 5250 Counseling Children and Adolescents,	
CNS 5310 Mental Health Issues in Childhood and Adolescence,	
CNS 5070 College Counseling and Student Affairs,	
CNS 5870 The Family and Addiction,	
CNSS 5xxx Special Topics in Counseling (may be repeated for different topics)	
Clinical Field Placement Courses	9
CNS 6100 Counseling Practicum (Clinical Mental Health Setting)	
CNS 6120 Clinical Mental Health Counseling Internship (repeated once to earn a total of 6 credit hours)	
Minimum total semester hours required for graduation	**Total: 60**

MASTER OF ARTS IN EDUCATION (M.A.Ed.) PROFESSIONAL SCHOOL COUNSELING

Director: Jeffrey Warren

Program Description

The Master of Arts in Education (M.A.Ed.) in Professional School Counseling is designed to assist graduate students in the development of skills and practices necessary for functioning in the role of a professional school counselor in public and private elementary, middle, and secondary schools. The M.A.Ed. in Professional School Counseling meets the standards established by the North Carolina Department of Public Instruction for Professional School Counselor licensure and the National Board of Certified Counselors' standards for national certification as a professional counselor (NCC). The program is located in the School of Education, Department of School Administration and Counseling, and shares a common core of classes with the Clinical Mental Health Counseling Program. This program does not prepare students to be clinical mental health counselors. Students interested in careers in clinical mental health counseling should apply to the Clinical Mental Health Counseling Program at UNCP.

The M.A.Ed. in Professional School Counseling is organized into three curriculum components:

1. **Core counseling courses**: Core counseling courses provide a foundation of professional knowledge and skills for counseling students during the first two years of their programs of study. The core counseling courses are shared with the Professional School Counseling Program. Core counseling courses must be successfully completed with a passing grade prior to enrollment in field placement courses. Students are also required to take and pass a comprehensive examination, the Counselor Preparation Comprehensive Exam (CPCE), after completing their core counseling courses. A passing score is required for progression through and graduation from the program. The CPCE is a standardized counseling exam that assesses student learning in the core areas. The cost of the exam is $45 and students are allowed three attempts to pass the exam. Students must submit the application and pay the application fee by the required deadline.
2. **Specialty area and elective courses**: Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Specialty area courses may be taken concurrently with clinical field placement courses. Students consult with their academic advisors to determine the specialty and elective courses that will meet degree requirements and be best suited to the students' needs and interests.
3. **Clinical field placement courses**: Clinical field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved K-12 school settings and include on-site supervision as well as university-based supervision. The Counseling Practicum consists of a 100-hour field placement experience in an approved site and a 3-credit hour course with on-campus group supervision and instruction. The Counseling Practicum is a 3-credit-hour course that consists of a 100-hour field placement experience in an approved site and on-campus group supervision and instruction occurring weekly. Students complete the Counseling Practicum during their second year of study after completing the core counseling courses. The Counseling Internship is a 3-credit-hour course completed twice over two semesters and consists of a total of 600 hours of field placement experience, 300 hours per semester in an approved site with on-campus group supervision and instruction occurring weekly. Students must submit applications for participation in the clinical field placement courses during the semester prior to beginning their practicum courses.

Courses are scheduled in the evenings and during the summer months. The courses are delivered in a variety of modalities including online, face-to-face, and hybrid formats. The program is a 60-credit hour degree and can be completed in three years.

Program Mission

The mission of the Graduate Counseling Programs at the University of North Carolina at Pembroke is to train professional counselors committed to improving the mental health and human development of diverse individuals served in schools and communities. Through research, service, and teaching, the faculty members collaborate with students to prepare counseling practitioners who have strong counselor identities, effective clinical and leadership skills, and cultural competence. The counseling programs engage in continual program evaluation and revision to maintain alignment with the counseling profession's national standards.

Student Learning Outcomes

Upon completion of a counseling program at UNCP, students will show evidence of being reflective practitioners and critical thinkers who seek to respect diverse worldviews, demonstrate self-evaluation and self-reflection strategies, and engage in ongoing interpersonal skill development. Students will develop professional identities as counselors and engage as active members of their communities.

Program-Specific Admissions Requirements (see also Graduate Admissions)

In addition to the School of Graduate Studies admissions requirements:

1. Submit an essay detailing experiences and goals relevant to professional school counseling;
2. Submit three letters of recommendation from individuals with whom the applicant has professional affiliation, such as former faculty members or supervisors; and
3. Participate in an interview with program faculty.

Licensure-Only Students

Candidates possessing a graduate degree in a counseling area and who do not desire a degree specifically in school counseling may apply for admittance to the Professional School Counseling program for licensure-only status and will be prescribed a Plan of Study (POS).

Candidates who wish to enter the school counseling licensure-only program are students who have already earned at least a 48 credit hour master's degree from a regionally accredited institution in a counseling degree program.

A summary of the protocol and policy is as follows:

1. Candidates seeking licensure-only status must apply for program admission through the School of Graduate Studies. All aspects of the application process must be completed (i.e., essay, letters of reference, interview, and official transcripts of all undergraduate and graduate level coursework). Applications must also include a recent (within 5 years) MAT or GRE score. Licensure-only candidates are subject to the same admission criteria as degree-seeking candidates. Candidates must meet the criteria for full-standing status.
2. Only candidates with at least a 48-hour graduate degree in counseling from a regionally accredited program will be considered for licensure-only status. An example of this situation is when a practicing agency counselor with a recent degree in community counseling desires training and licensure to practice as a school counselor in a public or private school setting. Practicing teachers who hold "A" or "M" licensure in a teaching area (e.g., special education, administration, middle grades) and who desire training as a school counselor are not eligible for licensure-only status, but are invited to apply for the full master's degree program.
3. Once admitted, students will be issued a Plan of Study (POS). The POS is recommended by the Counseling Programs Faculty and jointly approved by the Professional School Counseling Program Director and the Teacher Education Licensure Officer.
4. Students must complete their POS within six years.
5. Students must earn a "B" or better in all graded coursework applied toward satisfying licensure-only requirements. In courses that are graded on a pass/fail basis, students must earn a "pass." Failure to meet this requirement will render the student ineligible to continue licensure-only study and ineligible to receive a recommendation for licensure from UNCP.
6. Students are obligated to adhere to all other policies established by the program, school, and university.
7. Students must take Praxis II Specialty Area Test in Professional School Counseling upon completion of the POS. Official scores must be submitted to the Teacher Education Licensure Officer. Students who do not achieve a passing Praxis II score set by the North Carolina Department of Public Instruction (NCDPI) will be ineligible to receive a recommendation for licensure from UNCP.
8. Students should be aware that UNCP makes recommendation for licensure only; licensure is granted by the NCDPI. Thus, there may be other requirements mandated by NCDPI before a license will be issued.

Non-Degree-Seeking Students

Prospective students interested in registering for coursework to achieve credentialing in either of the graduate counseling areas should contact the Non-Degree-Seeking Student Coordinator, Dr. Angela McDonald (angela.mcdonald@uncp.edu), for information. Requests to take courses for credentialing purposes must be made to the Coordinator and will be reviewed by program faculty.

Non-degree-seeking students, including graduates of either UNCP counseling program, should complete the School of Graduate Studies application form following the procedures for Enrollment for Enrichment Purposes and consult with the Non-Degree-Seeking Student Coordinator two months prior to the start of the semester in which the students would like to register for courses. Students seeking to enroll in courses for summer and fall semesters should apply by April and students seeking to enroll in courses for spring semesters should apply by October. Students who are permitted to take courses as non-degree-seeking students will attend an orientation session with the Coordinator. Non-degree-seeking students are not permitted to take field placement courses at UNCP in either counseling program.

Requirements for a Master of Arts in Education: Professional School Counseling	**Sem. Hrs.**
Core Counseling Courses	27
CNS 5000 Professional and Ethical Issues	
CNS 5050 Counseling Skills and Techniques	
CNS 5500 Research and Program Evaluation	
CNS 5400 Theories of Counseling	
CNS 5700 Career Counseling and Development	
CNS 5025 Lifespan Development	
CNS 5100 Groups in Counseling	
CNS 5600 Assessment Practices in Counseling	
CNS 5800 Multicultural and Social Justice Counseling	
Specialty Area and Elective Courses	24
CNS 5350 The Professional School Counselor	
CNS 5550 Seminar in School Counseling	
CNS 5250 Counseling Children and Adolescents	
CNS 5310 Mental Health Issues in Childhood and Adolescence	
CNS 5900 Issues in Addictions for Counselors	
CNS 5060 Crisis Intervention	
Select two elective courses from:	
CNS 5360 Diagnosis and Treatment Planning	
CNS 5080 Gender and Sexuality Issues in Counseling	
CNS 5850 Theory and Process of Family Counseling	
CNS 5070 College Counseling and Student Affairs	
CNS 5870 The Family and Addiction	
CNSS 5xxx Special Topics in Counseling (may be repeated for different topics)	
Clinical Field Placement Courses	9
CNS 6100 Counseling Practicum (School Counseling Setting)	
CNS 6130 School Counseling Internship (repeated once to earn a total of 6 credit hours)	
Minimum total semester hours required for graduation	**Total: 60**

EDUCATION COURSES (EDN, ELE, RDG)

EDUCATION (EDN)

EDN 5000. Educational Leadership (3 hours)

Required of candidates for the Master of Arts in Education degree who are preparing for licensure as principals or supervisors. Emphasis is given to educational purposes, school program development, group leadership functions, management of school facilities, community-school interaction, and intraschool and interschool coordination.

EDN 5010. Principles of Supervision (3 hours)
Analysis of issues, problems, and practices in supervision of instruction. Development and synthesis of a conceptual structure for guiding group process and individual leadership behavior in curriculum research and development, inservice education, and evaluation of teaching and learning.

EDN 5030. School Finance (3 hours)
Problems relating to financing public education; theory of taxation, types of taxes; current practices of educational finance; federal, state, and local support of education formulas for distribution of school aids; budget; procuring revenue; financial capital outlays. Financing school plant construction; maintenance of the plant; insurance of property; taking inventory; and school supplies. Includes the construction of a school budget.

EDN 5040. An Introduction to the Basics Tenets of Education (3 hours)
This course is intended for students pursuing the Master of Arts in Teaching degree. It is designed to introduce students to the foundational fields of education: philosophy and psychology, with an emphasis on the development of an appreciation for the role and responsibility of the teacher as the instructional leader in the educational community. There is a field experience component. Co-requisite: EDN 5040.

EDN 5050. School Facilities (3 hours)
Study of the problems involved in financing the construction of school facilities, the procurement of architectural services, the cooperative development of educational specifications, and the construction of school facilities. Includes the management of school facilities for maximum and optimal use; planning for equipment acquisition, circulation and maintenance; and the analysis of the facilities problems of schools and school systems.

EDN 5120. Advanced Study of Exceptionality in Children (3 hours)
An introduction to and an analysis of the principles, problems, characteristics, and psychological aspects of children who have mental retardation; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders multiple, severe, and physical handicaps; as well as talents and gifts. Contemporary issues in special education as they relate to the inservice educator are explored. Field experience required.

EDN 5130. Individualized Program Development for Exceptional Students (3 hours)
The focus of this course is the development and implementation of individualized educational programs for the total development of exceptional students. Topics include legal requirements, assessing individual performances, placement and related services, developing long-range and short-term objectives, monitoring and evaluating the IEP, and conferencing/communication skill-building.

EDN 5140. Management of Exceptional Students in the General Classroom (3 hours)
This course is designed to provide the general classroom teacher and administrative supervisory personnel with a study of the instructional and behavioral techniques, materials, and resources used in the education of mainstreamed students. Emphasis is on disabled, educable mentally handicapped, and emotionally handicapped students.

EDN 5260. Advanced Instructional Approaches to Middle School Grades (3 hours)
Addresses the unique teaching strategies and specialized materials and resources for the middle grades classroom. Focus on specialized curriculum, and teaching styles which meet these needs, especially interdisciplinary team teaching. *Prerequisite: EDN 5650 or EDN 5820, EDN 5660, EDN 5500.*

EDN 5440. Survey of Educational Research (3 hours)
This course is designed to broaden students' ideas and practices of educational research and afford them knowledge regarding typical research approaches and methods in education, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, understanding commonly used descriptive and inferential statistics, and using American Psychological Association (APA) style.

EDN 5450. Introduction to Curriculum Design and Best Practices (3 hours)
This course is intended for students who are enrolled in the Master of Arts in Teaching Program. It is designed to provide students with an introduction to curriculum design and best practices in lesson design, including backward design, instructional strategies such as differentiated instruction, and various forms of assessment. There is a field experience component.

EDN 5460. Field Experience (0 hours)
This course is intended for students pursuing the Master of Arts in Teaching degree. It is designed to provide the structured field experience that supports the practical application of theoretical constructs. Graduate students in programs at UNCP will actively engage with clinical teachers and the K-12 students to broaden their knowledge bases and engage in school-based professional activities. (Course may be repeated.)

EDN 5470. Advanced Classroom Management (3 hours)
This course is designed to develop graduate students' knowledge base related to the theory and techniques of classroom management. Emphasis is placed on how those understandings can be utilized to establish a positive and respectful learning environment for all students. A variety of classroom management programs are examined and evaluated.

EDN 5480. Advanced Foundations of American Education (3 hours)
This course focuses on the multicultural 21st-century classroom and its foundations in educational philosophy and educational psychology. Course activities are designed to nurture the professional disposition for critical self-reflection and to develop the theoretical knowledge base that undergirds best practices in the classroom. Emphasis is placed on promoting positive learning outcomes for all students.

EDN 5490. Effective Educational Leadership (3 hours)
This course is designed to nurture and develop practitioners as leaders in their classrooms, in their schools, in their professions, in their communities, and in the broader society. The primary focus is on teachers as leaders in the teaching-learning process. Graduate students will begin their leadership projects in this course.

EDN 5500. Applied Educational Psychology (3 hours)
Emphasis is on using principles of learning, development, motivation, management, and assessment to validate and/or modify teacher decisions about the diverse needs of learners in socially responsible learning environments. Students design improvement plans based on areas such as multiple intelligence theory, cognitive processing, brain research, cooperative learning, inclusion, multiculturalism, and discipline. Field experience required.

EDN 5520. Psychology of the Emerging Adolescent (6-9) (3 hours)
An analysis of the implications of physical, cognitive, socio-emotional, and moral development as they influence the behavior, learning, and adjustment of emerging adolescents. The theories of Ericson, Piaget, and Adler will be examined. Practical classroom application of theory and research will be emphasized.

EDN 5600. Sociological Foundations of Education (3 hours)
Contemporary social problems and subcultures which relate to patterns of public education. A sociological analysis of the nature of the school and its impact on the community and on patterns of instruction. Anthropological and sociological materials will be employed.

EDN 5620. Advanced Educational Assessment (3 hours)
This course is designed to address principles, theories, and techniques of educational measurement and classroom assessment. Topics addressed in this course are assessment techniques; interpreting test results; political, philosophical, and ethical issues in testing and assessment; and applications to classroom, district, and state testing programs.

EDN 5650. Applied Philosophy of Education (3 hours)
Emphasis is on acquiring the knowledge, skills, and dispositions needed for reflective teaching, including the articulation of a philosophical theoretical position on teaching, language, and learning for use in planning, implementing, and evaluating practice. Students will analyze the philosophical and theoretical assumptions underlying various models of teaching and, learning. The process of constructing a professional portfolio based on NBPT'S guidelines frames course activities.

EDN 5660. Applied Educational Research (3 hours)
Emphasis is on understanding research designs and methods in education including an introduction to elementary statistics, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, and conducting action research in the classroom, school, and community. Field experience required.

EDN 5740. Reading Practicum (3 hours)
In this course, students have practical experience remediating diverse students' reading difficulties in classroom settings, using a variety of instructional, management, and assessment strategies. Review and critique sessions with colleagues are conducted at spaced intervals during the course. *Prerequisite: EDN 5340 or consent of the Program Director.*

EDN 5750. Advanced Diagnosis of Reading Difficulties (3 hours)
In this course, teachers work one-on-one or in small groups of children in a supervised laboratory setting. Published case studies are analyzed and original case-studies developed which include observations, use of evaluation methods, proposed correction strategies, implementation plans, and critical reflection on the planned intervention. Case studies are presented to colleagues for review and refinement. *Prerequisite: EDN 5740 or consent of the Program Director.*

EDN 5760. Advanced Methods for Middle Grades Instruction
Course is designed to identify appropriate student learning goals; design learning experiences that include a variety of developmentally appropriate instructional strategies; manage a range of students, materials, and classroom activities; and honor students' diversity with respect to learning style, motivation, race/ethnicity, gender, and language proficiency.

EDN 5800. Effective Instructional Practices (3 hours)
This course explores the development of effective instructional practices designed to significantly improve the academic success of all students. Topics covered in the class include (but are not limited to): responsiveness to students' needs, reading and writing in the content areas, lesson planning, instructional expectations, technology integration, classroom management, higher-order thinking skills, and diversity. Field experience required.

EDN 5810. Internship (3 hours)
Ten week, full-time internship experiences in an off-campus public school setting appropriate for the licensure area. *Prerequisite: Approval of Graduate Program Director.*

EDN 5820. Instructional Development (3 hours)
This course provides students with the knowledge and skills required for designing and evaluating instructional plans, units, and educational programs. Topics will include types of learning, learning hierarchies, task analysis, educational goal and objective formulation, assessing learner entry skills, and evaluation. The course will include a variety of activities with a strong emphasis on group problem solving and individual projects. Field experience required.

EDN 5900. Advanced Practicum in Teaching (K-6) (3 hours)
A support seminar for M.A.Ed. candidates during the year they are completing the application process for National Board Certification, including preparation for written assessments. A National Board Certified teacher, a faulty advisor, and or an NBC evaluator will be part of the support group. *By arrangement. Fall. Prerequisite: Completion of M.A.Ed. course requirements*

EDN 5950. Professional Development and Leadership Seminar (3 hours)

This is the capstone experience for teachers completing the M.A.Ed. in Middle Grades Education. Teachers integrate the knowledge and insights gained from experiences in previous courses into final revisions of their conceptual frameworks and related plans. Based on updated self-assessment, teachers also develop goals for future professional development. Leadership projects are finalized, published, and submitted for review by the appropriate education graduate faculty.

EDN 5990. Independent Study (3 hours)

An independent study of the problems and issues of education relevant to the student's major study areas or areas of concentration carried out by the student at the University and in the field under the supervision of the student's major advisor.

EDN 6000. Thesis in Education (3 - 6 hours)

The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis. *Prerequisite: Completion of 21 semester hours of graduate work; EDN 5660; permission of the student's major advisor; and permission of the Dean of Graduate Studies.*

EDNS 5xxx. Special Topics (1-3 hours)

Examination of a special area or topic of special importance and relevance within the field of education. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. *Prerequisite: Permission of instructor.*

ELEMENTARY EDUCATION (ELE)

ELE 5700. Language, Literacy, and Diversity (3 hours)

The purpose of this course is to provide a focus on contexts and processes through which language develops including attainment of second languages, and the cognitive, social/emotional, and cultural aspects of language. This foundation will provide the framework to differentiate curricula, instruction and assessment in listening, speaking, reading, writing, and viewing through the use of culturally diverse and appropriate literature. Students will demonstrate collaboration skills with families and specialists within the school settings. Prerequisites: EDN 5660 and EDN 5490

ELE 5750. Curricula Design and Choices (3 hours)

The purpose of this course is to assist teachers in developing comprehensive understanding and ability to implement curriculum frameworks in the 21st century classroom. Teachers will use philosophical viewpoints to inform decisions related to organization, structure and sequence of curriculum, selection of resources, approaches to engaging learners in inclusive, supportive environments and assessment of learner outcomes. Prerequisites: EDN 5660 and EDN 5490

ELE 5775. Development, Diversity, and Differentiated Instruction (3 hours)

The purpose of this course is to assist teachers in developing a contextual perception of diverse learners and their educational needs based on information about children's family life, culture, and stages of development. Teachers will assess children's development, align curriculum, design instruction to accommodate developmental and cultural differences, and establish respectful learning environments. Teachers will also explore ways to nurture and motivate family involvement in the education process. Prerequisites: EDN 5660 and EDN 5490

ELE 5800. Advanced Elementary Mathematics and Science (3 hours)

The purpose of this course is to assist teachers in deepening their understanding of mathematics and science in facilitating student learning. Emphasis will be placed on a constructivist approach to learning, and incorporating research as it translates to instructional practices. Practices will include: skillful structure in sequence of curriculum, approaches to learner motivation and content engagement, establishing routines for managing the learning environment, appropriate methods for assessing resources and student outcomes, differentiation of instruction for students with special needs (environmental and cultural), and establishing collaborative efforts with colleagues and resource specialists in schools and community. Prerequisites: EDN 5660 and EDN 5490

ELE 5850. Advanced Elementary Social Studies and Language Arts (3 hours)

The purpose of this course is to provide opportunity for teachers to improve student learning in social studies and language arts through systematic analysis and reflection on the cycles of teaching and learning. A primary focus is placed on connecting curriculum and instructional design, desired learning outcomes, content, diverse learners, instructional resources and assessment measures, in the context of developing global understandings and multiple literacies. Prerequisites: EDN 5660 and EDN 5490

ELE 5900. Professional Development and Leadership Seminar (3 hours)

The purpose of this course is to provide a capstone experience for teachers completing the M.A.Ed. degree in Elementary Education. Teachers integrate the knowledge and insights gained from experiences in previous courses into final revisions of their professional portfolio, their conceptual 32 frameworks and related plans. Based on updated self-assessment, teachers also develop goals for future professional development. Leadership and action research projects are finalized, published and submitted for review by the appropriate education graduate faculty.

READING EDUCATION (RDG)

RDG 5150. Research in Literacy (3 hours)

This course is a study of the theory and research related to literacy and language development in childhood and adolescence, including second language acquisition. The social, psychological, and cultural influences on language and literacy learning in both the home and school are examined. Students use theoretical and research foundations to conduct classroom -based research to improve literacy learning.

RDG 5220. Literacy and Literature (3 hours)

A survey of children's/adolescent fiction, non-fiction, and other reading materials, including instructional technology resources. Methods for leveling and choosing appropriate material for diverse cultural and linguistic backgrounds are reviewed. A major focus is the relationship between the reader and the literary text, the reading process, and the implications for reading instruction and comprehension skills.

RDG 5230. Professional Seminar I (1 hour)

The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders of the 21st century, as students plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio.

RDG 5280. Developing and Guiding Reading Programs (3 hours)

A study and evaluation of selected curricula and programs in reading and the planning of a total school reading program. Teachers visit and evaluate exemplary school reading programs. Special emphasis will be given to the leadership functions of a reading teacher in diverse roles in terms of coaching classroom teachers and administrators in the improvement of reading instruction and involving students' families in literacy development. Prerequisite: 15 semester hours of graduate level course work in reading or consent of the Program Director.

RDG 5300. Reading and Writing in the Content-Areas I (3 hours)

This course is designed to provide teachers with knowledge of established and innovative practices of integrating reading and writing in grades K-5 in a variety of content-areas, such as mathematics, social studies, and health. Strategies to support learning for English Language Learners will be explored. Field experience is required. Prerequisite: Completion of strand I

RDG 5301. Reading and Writing in the Content-Areas II (3 hours)

This course is designed to provide teachers with knowledge of established and innovative practices of integrating reading and writing in grades 6-12 in a variety of content-areas, such as mathematics, social studies, and health. Strategies to support learning for English Language Learners will be explored. Field experience is required. Prerequisites: RDG 5300 and completion of strand I

RDG 5310. Principles of Testing and Measurement in Reading (3 hours)
This course provides a fundamental development of the features and roles of measurement in reading education with emphasis being given to understanding teacher-made and standardized tests and scales. Consideration will be given to statistical concepts of measurement as they apply in reading education. Prerequisite: 9 semester hours of previous course work in reading.

RDG 5320. Diversity and Multicultural Education (3 hours)
This course is an in-depth study of theory, research, and pedagogy related to the racial, ethnic, gender, and socioeconomic aspects of diversity and how these impact student achievement and teacher expectations. The need for multicultural education and culturally responsive teaching is emphasized; related strategies are explored. Field experience is required. Prerequisite: Completion of strand I.

RDG 5330. Leadership in Reading (3 hours)
This course is designed to aid the special reading teacher in filling several diverse roles within a school setting. Special emphasis will be given to the roles of lead-teacher and resource-teacher especially in terms of aiding the classroom teacher with developmental and corrective reading classes. The course will include a supervised field-based component whereby the student gains practical experience working in leadership roles with classroom teachers. Prerequisite: Completion of strand II and permission of the instructor.

RDG 5340. Diagnosis and Correction of Reading Difficulties (3 hours)
This course will assist the teacher of reading in locating causes of reading difficulties and prescribing corrective procedures. It is designed to give the classroom teacher practical application of methods in solving reading problems. It will include sample lessons and demonstration of remedial methods. Prerequisite: a minimum of 3 semester hours of graduate level course work in reading or consent of the Program Director.

RDG 5350. Reading Instructional Strategies (3 hours)
This course is designed to provide teachers with knowledge of established and innovative practices of teaching reading and writing. Strategies to support learning for English Language Learners will be explored. Field experience is required. Prerequisite: Completion of RDG 5150.

RDG 5390. Reading Clinic (3 hours)
This course is designed to provide the reading teacher with practical experiences remediating students' reading difficulties. The reading teacher will work one-on-one and with small groups of children in a supervised laboratory setting. Prerequisite: 15 semester hours of graduate level course work in reading

RDG 5400. Preparation and Selection of Materials for Teaching Reading (3 hours)
This advanced level course is designed to enable the reading teacher to evaluate and select materials in 81 terms of specific instructional situations and needs. Additional emphasis will be given to the processes of design, development, and preparation of instructional materials for specific reading instructional needs. Prerequisite: 15 semester hours of graduate level course work in reading.

RDG 5430. Professional Seminar II (1 hour)
The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders of the 21st century, as students plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. Prerequisite: Completion of Strand I

RDG 5450. Reading Development and Assessment (3 hours)
A study of the psychological factors in learning to read, in reading ability, in reading disabilities, and in the bases for instructional methods and materials in reading. Topics will range from perception and learning theory to the implications of cultural differences and language factors as they affect both the child's learning to read and the teacher's effective facilitation of this learning. A thorough overview of phonics will be explored within informal assessments. Strategies to support learning for English

Language Learners will be explored. Field Experience required. Prerequisite: Completion of RDG 5150 and RDG 5350.

RDG 5610. Diagnosis, Assessment, Instruction, and Practicum in Reading (3 hours)
This course will assist the literacy specialist in locating causes of reading difficulties, diagnosing, and prescribing corrective procedures. It is designed to give the literacy specialist practical application of methods in solving reading problems. Published case studies are analyzed and original case studies developed which include observations, use of evaluation methods proposed correction strategies, implementation plans, and critical reflection on the planned intervention. Review and critique sessions with colleagues are conducted at spaced intervals during the course. Teachers work one-on-one or in small groups of children in a practicum setting. Field experiences required. Prerequisite: Completion of Strand II.

RDG 5630. Professional Seminar III (1 hour)
The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders of the 21st century, as students plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. Prerequisites: Completion of Strands I and II and 18 hours of reading courses.

RDG 5xxx. Special Topics in Reading Education (3 hours)
Guided investigation of topics in reading education, such as curriculum revision, course or program design, newly evolved trends in reading education, and implications of research in reading education. This course will be an elective option within the reading education program for reading education candidates/students. Prerequisites: Completion of Strands I and II and 18 hours of reading courses.

COUNSELING COURSES (CNS)

CNS 5000. Professional and Ethical Issues in Counseling
This course is an introduction to the profession of counseling and includes a study of the history, philosophy, ethical and legal considerations, and professional organizations related to the delivery of counseling, consultation, and advocacy. Students will learn about the ethics, credentialing practices and standards of the counseling profession, the suggested disposition and self-care practices of counselors, and the administrative procedures of counseling, consulting, and referral services in multiple settings. Students will also receive an introduction to the supervision processes and practices in the role of the professional development of counselors. Credit, 3 semester hours. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5025. Lifespan Development
This course is designed to help counselors address the needs of clients at all developmental levels in multicultural contexts. The course focus emphasizes strategies for facilitating optimal development. Theories and models of growth and learning, personality development, wellness, and resilience for individuals and families are presented. The course addresses contextual factors that influence normal and abnormal behavior. Students are encouraged to apply the theories and models of development in intervention selection and conceptualization of problems in living. Credit, 3 semester hours. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5050. Counseling Skills and Techniques
Students will learn counseling skills and techniques through classroom instruction and experiential activities. Counselor characteristics and behaviors that influence the counseling process will be addressed. This course focuses on the use of empathic listening and interviewing skills in developing therapeutic relationships with diverse clients in a multicultural society. The course also includes an orientation to wellness and prevention in the counseling process. Credit, 3 semester hours. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5060. Crisis Intervention

This course will explore the role, function, and responsibilities of professional counselors in periods of crisis and disaster. Crisis intervention theory will be studied in an effort to inform professional practice in clinical and educational settings during emergencies and disasters. The effects of crises, disasters, and other trauma-causing events will be addressed. Suicide prevention and intervention models, including the use of psychological first aid strategies are included in the course content. Ethical and cultural considerations in the delivery of crisis services will be examined. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5070. College Counseling and Student Affairs

An overview of student services higher in education, and a study of the history, philosophy, issues and trends in college counseling. Topics to be covered include college student development, college and career counseling issues and strategies, and student affairs services such as advisement, placement and enrollment planning, residence life, academic support, and student activities. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5080. Gender and Sexuality Issues in Counseling

The course is designed to develop students' knowledge related to human sexuality and gender issues relevant to professional counseling. Students will develop an understanding of the varied sexuality issues which may be encountered in a variety of practice settings and also learn appropriate skills in assessment and intervention. Reflection activities will be used to increase awareness of personal perceptions, attitudes, and affect related to sexuality issues. The course provides an overview of the counselor's role in counseling students, individuals, couples, and families with sex-related concerns. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5100. Groups in Counseling

This course addresses the principles of group dynamics, group leadership skills, theories of group counseling, and group counseling methods. Current trends in group work, including professional, ethical, and legal issues relevant to working with groups in a multicultural society are explored. Students will learn the fundamental skills and techniques for designing and implementing group counseling activities during experiential learning activities in which students participate as group members. Credit, 3 semester hours. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5250. Counseling Children and Adolescents

This course provides an opportunity for students to practice counseling strategies that are designed to address factors that impact student learning and development. Specific topics discussed include effective communication with parents and school personnel, leadership styles, play media, and special needs children. Ethical and legal considerations specific to the practice of counseling children and adolescents in schools and educational systems are presented. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5310. Mental Health Issues in Childhood and Adolescence

From an integrative ecological perspective that acknowledges biological, psychological, social, and cultural contextual influences and their interdependence, this course will focus on the origin and course of child and adolescent mental health issues. The course will include discussion of etiological factors of various child and adolescent DSM mental disorders; associated diagnostic criteria and assessment; contextual and relational variables that influence children's and adolescents' risk and resilience; and prevention and intervention approaches/strategies. Students will learn strategies to address these issues using school and community referral resources. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5350. The Professional School Counselor

This course emphasizes the history, philosophy, and trends in school counseling and educational

systems. Students will learn the roles (e.g., leader, advocate, counselor, and consultant), functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the schools. Additional content focuses on professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. Current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program are highlighted. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5360. Diagnosis and Treatment Planning

The focus of this course is on the development of counseling skills necessary for making mental health and developmental diagnoses with diverse clients. The understanding of principles and development of skills necessary for biopsychosocial case conceptualization, treatment planning, and prevention programming are emphasized. A study of the history, theories, symptoms and etiology of mental and emotional disorders, including sociocultural factors related to mental health, is provided. Students will demonstrate proficiency in using diagnostic tools and providing clinical documentation. Students are expected to critically evaluate research and practices relevant to the practice of clinical mental health counseling. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5400. Theories of Counseling

Students in this course will be introduced to existing and emerging counseling theories that can be used as models to conceptualize clients' concerns. Students will learn about the interventions associated with each of the theories and the client populations, such as individuals or families, most appropriate for each of the interventions. The counseling theories will be critiqued from a multicultural perspective. Recurring themes, such as self-awareness, will be emphasized to assist students in consciously reflecting on their philosophy on life and its influence on their approaches to counseling. Students are expected to begin to articulate their personal models of counseling based on the information that they are exposed to in this course. A theory-to-practice approach is utilized to promote counseling effectiveness with individuals, families, and groups throughout the lifespan and across diverse populations. Credit, 3 semester hours. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5450. The Clinical Mental Health Counselor

This course provides an understanding of the history, philosophy, and trends in clinical mental health counseling. The roles and functions, preparation standards, and professional issues of the clinical mental health counselor in a multicultural society are discussed. Students will develop an understanding of how clinical mental health counselors interact with government agencies, health care providers, and social service organizations during policy making, financing of services, advocacy for clients, and during interdisciplinary consultation. Topics specific to state, regional, and national mental health trends and issues are also addressed. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5500. Research and Program Evaluation

This course is designed to provide counselors with the research knowledge and skills necessary to evaluate counseling interventions and programs, inform evidence-based practices, and conduct needs assessments. The course provides an overview of statistical methods and computer-based research and analysis tools. Ethical and culturally relevant strategies for conducting and interpreting qualitative and quantitative research studies are addressed. Credit, 3 semester hours. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5550. Seminar in Professional School Counseling

This course is a seminar about the principles, procedures, and emerging trends in professional school counseling. A variety of topics that are currently addressed in the professional school counseling literature will be studied. This course is designed to examine the development, organization, ad-

ministration, and evaluation of comprehensive developmental P-12 school counseling programs that promote access and equity for all students. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5600. Assessment Practices in Counseling

This course will provide students with an understanding of current and historical perspectives on the uses of standardized and non-standardized assessment and appraisal methods, techniques, and instruments in counseling. The assessment of abilities, behaviors, symptoms, achievement, personality, interests, and other characteristics relevant to the counseling process will be addressed. Issues related to assessment including selection, statistical concepts, social and cultural factors, and ethical testing procedures will be presented. Credit, 3 semester hours. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program and successful completion of CNS 5500.

CNS 5700. Career Counseling and Development

This course includes an overview of career development theories and career decision-making models appropriate for a multicultural society and global economy. The course is designed to assist counselors in the processes of career development program planning, organization, implementation, administration, and evaluation. A lifespan perspective that addresses the interrelationship of work, family, culture, and historical era in career development is used to present the career-planning and decision-making interventions. Credit, 3 semester hours. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5800. Multicultural and Social Justice Counseling

This course emphasizes theories of multicultural counseling, identity development, and social justice. Students learn about multicultural and pluralistic trends, such as characteristics and concerns within and among diverse groups, nationally and internationally. Also, attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients. The counselors' roles in developing cultural self-awareness, promoting cultural diversity, social justice, advocacy, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body, and counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination are reviewed. Credit, 3 semester hours. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5850. Theory and Process of Family Counseling

This course is a study of established models and theories of family counseling, including systemic and contemporary approaches to family counseling. Each approach will be examined in terms of theoretical formulations, family development, goals of counseling, conditions for change, techniques, and strengths and weaknesses. This course also examines the impact of gender roles and culture within the practice of family counseling. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5870. The Family and Addiction

This course will examine the impact of chemical and process addictions on the family system. Coursework will focus on the integration of assessment, theory, and technique. Related sociocultural implications of assessment and treatment will be discussed. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5900. Issues in Addictions for Counselors

The focus of the course will be on the assessment, diagnosis, prevention, and treatment of substance-abuse related disorders and process addictions across the lifespan. Students will learn about the intersection of addictions issues with mental health issues from diagnostic and intervention perspectives. Current research and evidence-based practices in the treatment of addictions will be emphasized. The course will address ethical, legal, and cultural aspects of addictions counseling. Students will become

familiar with practices, philosophies, and treatment modalities related to the field of addictions counseling. Students will develop an understanding of the impact of various addictions on all clinical and educational settings. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 6100. Counseling Practicum

The practicum is an introductory field placement course. The field placement is required to take place in a setting appropriate to the student's graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The practicum experience allows for enhanced skill development and exposure to professional and ethical practices in a supervised and counseling setting. Students work with the Field Placement and Testing Coordinator to obtain field placements one semester in advance of enrollment. Students must complete a total of 100 clock hours at the field placement site. In addition to the field placement requirement, students are required to attend class for group supervision and attempt the comprehensive exam. Credit, 3 semester hours. PREREQ: Completion of all core counseling courses, a minimum grade point average of 3.0, and an approved field placement application. Corequisites: CNS 5060 Crisis Intervention and CNS 5900 Issues in Addictions for Counselors.

CNS 6120. Clinical Mental Health Counseling Internship

The clinical mental health counseling internship is a field placement course. The field placement is required to take place in a setting appropriate to the student's graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The internship experience provides opportunity for in-depth application of counseling skills and techniques. Students will demonstrate their ability to apply theory to practice. Students receive field-based supervision at their sites and university-based group supervision during class time. Students must complete a total of 300 clock hours at the field placement site during each semester of enrollment in this course. Sixty percent of the 300 clock hours must be in direct client contact each semester that the course is completed. The course is completed twice for a total of 6 credit hours and 600 clock hours. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: Completion of CNS 6100 Counseling Practicum, permission of the instructor, and a minimum of a grade point average of 3.0.

CNS 6130. School Counseling Internship

The school counseling internship is a field placement course. The field placement is required to take place in a setting appropriate to the student's graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The internship experience provides opportunity for in-depth application of counseling skills and techniques. Students will demonstrate their ability to apply theory to practice. Students receive field-based supervision at their sites and university-based group supervision during class time. Students must complete a total of 300 clock hours at the field placement site during each semester of enrollment in this course. Sixty percent of the 300 clock hours must be in direct client contact each semester that the course is completed. The course is completed twice for a total of 6 credit hours and 600 clock hours. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: Completion of CNS 6100 Counseling Practicum, permission of the instructor, and a minimum of a grade point average of 3.0.

CNSS 5xxx. Special Topics in Counseling

This course will provide an opportunity for in depth exploration of advanced areas and topics of interest. May be repeated for different topics. Credit, 3 semester hours.

THE MASTER OF ARTS IN TEACHING

Director: Roger A. Ladd

Program Description

The Master of Arts in Teaching (M.A.T.) program is designed as an interdisciplinary degree option within the Teacher Education Program. The M.A.T. is intended for graduates from accredited colleges or universities with an undergraduate major in humanities, sciences, or social sciences who have few, if any, formal courses in education. The program is offered in the following areas of specialization: Art Education, Music Education, Physical Education, Middle Grades Education (Language Arts, Mathematics, Science, and Social Studies), and Secondary Education (English, Mathematics, Science, and Social Studies). Upon successful completion of Phase I and state mandated examination(s), candidates will be eligible for a North Carolina Standard Professional I license, and upon successful completion of Phases I and II of the M.A.T. program and state mandated examination(s), recipients will be eligible for a North Carolina "M" license.

The M.A.T. program is available only to those individuals who have not earned licensure and who are seeking licensure in the teaching field in which they wish to earn the degree. The program includes courses in teaching pedagogy and professional education as well as concentrated study in a content-specific area, for a total of 36-39 hours (hours vary by concentration). A 10-week (3 semester hours) internship experience in an approved public school setting is required. Policies regarding exceptions to this internship requirement are defined in the M.A.T. Handbook. With the internship, the program will total 39-42 hours.

Although other program areas may be considered, the following undergraduate programs are determined to be most compatible with the selected graduate program of study:

- **Art Education**: B.F.A., B.S., or B.A. degree in studio art.
- **Music Education**: Music
- **Physical Education**: Exercise and Sports Science, Kinesiology, Physical Education, Recreation, Exercise Science, Exercise Physiology
- **Middle Grades Language Arts and Secondary English Education**: English
- **Middle Grades and Secondary Mathematics Education**: Mathematics
- **Middle Grades and Secondary Science Education**: Biology, Chemistry, Geology, Physics
- **Middle Grades and Secondary Social Studies Education**: History, Political Science

Degrees in closely related fields may be acceptable; transcripts will be evaluated, and any discipline-specific prerequisites will be specified at the time of admission to a program.

The M.A.T. Program has been developed according to NC State Board of Education Program Approval Standards. The graduate program incorporates the conceptual framework that is common to all teacher education programs at UNCP.

Program Goals

Upon completion of the M.A.T. program, the student will be able to:

1. Demonstrate breadth of general knowledge, as well as depth of knowledge, in the selected discipline area necessary for effective instructional decision-making.
2. Demonstrate a well-articulated knowledge of elementary, middle or secondary school communities and issues that impact teaching.
3. Exhibit knowledge of and show respect toward diverse cultural values and exceptionalities;
4. Communicate effectively in Standard oral and written English.
5. Adapt instructional strategies to the developmental and learning needs of individuals, including students with special needs and students from culturally diverse backgrounds.
6. Establish a classroom climate conducive to the learning, social, and emotional needs of students.

7. Choose objectives consistent with state and local curriculum guidelines, the learning needs of students, and guidelines established by learned societies.
8. Utilize technology in ways that enhance teaching and learning experiences.
9. Employ and analyze appropriate assessments and evaluative procedures.
10. Establish a pattern of reflective practice and scholarly inquiry culminating in confidence, professionalism, and effectiveness in the role of teacher.
11. Demonstrate knowledge of the history, philosophy, and sociology of public education pertaining to the demonstration of best practices in education.
12. Meet departmental requirements for a capstone course, product, and/or examination.

The MAT program has two phases:

Phase I will allow students to apply for the NC Standard Professional I License. In most concentrations, this phase consists of the Professional Core courses: EDN 5040, An Introduction to the Tenets of Education; EDN 5120, Advanced Study of the Exceptional Child; EDN 5430, Survey of Educational Research; and EDN 5450, Introduction to Curriculum Design and Best Practices. An additional Field Experience course—EDN 5460, Field Experience—for 0 credits is also required so that candidates may complete field based assignments in a K-12 environment. See courses of study below for an exact listing of Phase I courses for each concentration. Phase I will also require candidates to complete the Professional Development* course and selected Academic Specialization courses. Candidates must complete the 18-27 hours of courses of Phase I in order to apply for the Standard Professional I License.

Phase II consists of Content Specific courses to complete the Academic Specialization, and Pedagogical Expertise, and in some cases remaining Professional Core courses. (Please see each program for specifics). Successful completion of Phases I and II will allow the candidate to apply for the NC Professional M License.

*Note: Candidates for the MAT may waive the requirement for Internship after successfully completing and documenting a year of full-time teaching under a lateral entry license.

Descriptions of the courses included in the M.A.T. program are listed elsewhere in this catalog: under the M.A.Ed. program (for EDN courses) and under the M.A. programs in Art Education, English Education, Mathematics Education, Music Education, Physical Education, Science Education, and Social Studies Education (for ART, ENG, EED, MAT, MATE, MATH MUS, EXER, BIO, CHM, GLY, PHY, HST, and SSE courses).

MASTER OF ARTS IN TEACHING WITH ART SPECIALIZATION

Graduate Art Education Director: Ann Horton-Lopez

Requirements for Master of Arts in Teaching with Art Specialization	**Sem. Hrs.**
PHASE I	**(24-27*)**
Professional Core	**12**
EDN 5040 Basic Tenets of Education (3)	
EDN 5120 Advanced Study of Exceptionality in Children (3)	
EDN 5440 Survey of Educational Research (3)	
EDN 5450 Introduction to Curriculum Design and Best Practices (3)	
EDN 5460 Field Experience (0)	
Professional Development*	**3**
ART 5810 Internship in K-12 Art Education	

Academic Specialization	**12**
**ART 5060 Applied Art Education Pedagogy and Production (3)	
ART 5090 Leadership and Survey of Art Education (3)	
ART 5110 Art History Methods and Content (3)	
ARTS 5120 Special Topics in Studio (3; repeatable)	
PHASE II	**(12)**
Art Specialty Area	**12**
ART 5020 Curricula in Art Education (3)	
ART 5030 Research in Art Education (3)	
ART 5040 History and Philosophy of Art Education (3)	
ART 5080 Art Production in the Elementary and Secondary Schools (3)	
	Total: 36-39*

*See M.A.T. Handbook for Internship policies.

**Required if the student has not provided appropriate documentation of successful public school teaching experience or course work in studio or art education methods to meet the competencies for the A license.

MASTER OF ARTS IN TEACHING WITH MUSIC SPECIALIZATION

Graduate Music Education Director: Valerie A. Austin

Requirements for Master of Arts in Teaching with Music Specialization	**Sem. Hrs.**
PHASE I	**(15-18*)**
Professional Core	**12**
EDN 5040 Basic Tenets of Education (3)	
EDN 5120 Advanced Study of Exceptionality in Children (3)	
EDN 5440 Survey of Educational Research (3)	
EDN 5450 Introduction to Curriculum Design and Best Practices (3)	
EDN 5460 Field Experience (0)	
Professional Development*	**3**
MUS 5810 Internship in K-12 Music Education	
Pedagogical Expertise	**3**
MUS 5640 Applied Contemporary Instructional Methodology	
PHASE II	**(21)**
Music Specialty Area	**21**
MUS 5650 Applied Philosophy & Leadership of Music Education (3)	
MUS 5990 Graduate Portfolio (6)	
MUS 5731 Graduate Ensemble ***or*** MUSP 5001-5861 Applied Music (2)	
MUS 5290 Graduate Conducting (2)	
MUS 5340 Advanced Arranging (3)	
MUS 5950 Advanced Study in Music History & Literature (3)	
MUS 5300 Rehearsal Strategies (2)	
	Total: 36-39*

*See M.A.T. Handbook for Internship policies.

MASTER OF ARTS IN TEACHING WITH PHYSICAL EDUCATION SPECIALIZATION

Graduate Physical Education Director: Danny Davis

Requirements for Master of Arts in Teaching with Physical Education Specialization	Sem. Hrs.
PHASE I	**(15-18*)**
Professional Core	**12**
EDN 5040 Basic Tenets of Education (3)	
EDN 5120 Advanced Study of Exceptionality in Children (3)	
EDN 5440 Survey of Educational Research (3)	
EDN 5450 Introduction to Curriculum Design and Best Practices (3)	
EDN 5460 Field Experience (0)	
Professional Development	**3**
EDN 5810 Internship*	
Pedagogical Expertise	**3**
EXER 5030 Advanced Teaching Methodologies in Health/PE	
PHASE II	**(21)**
Physical Education Specialty Area	**21**
EXER 5010 Health, Fitness, and Exercise Physiology	
EXER 5020 Exercise, Sport, and Coaching Psychology	
EXER 5050 Health, Wellness, and Fitness Administration	
EXER 5060 Current Issues and Trends in Health, PE, and Sports	
EXER 5070 The Law in PE and Sport	
EXER 5080 Facility Design and Management	
EXER 5990 Capstone Study	
	Total: 36-39*

*See M.A.T. Handbook for Internship policies.

MASTER OF ARTS IN TEACHING WITH MIDDLE GRADES AND SECONDARY SPECIALIZATIONS

Graduate English/Language Arts Education Director: Roger A. Ladd
Graduate Mathematics Education Director: Raymond Lee
Graduate Science Education Director: Rita Hagevik
Graduate Social Studies Education Director: Scott C. Billingsley

Requirements for Master of Arts in Teaching with Middle Grades Language Arts Specialization	Sem. Hrs.
PHASE I	**(21-24*)**
Professional Core	**15**
EDN 5040 Basic Tenets of Education (3)	
EDN 5120 Advanced Study of Exceptionality in Children (3)	
EDN 5260 The Middle School Philosophy, Curriculum, and Instruction (3)	
EDN 5440 Survey of Educational Research (3)	
EDN 5450 Introduction to Curriculum Design and Best Practices (3)	
EDN 5460 Field Experience (0)	
Professional Development*	**3**
EED 5810 Internship in Secondary English Education	

Academic Specialization 6
ENG 5110 Principles of English Linguistics
ENG 5300 Theories and Methods of Literary Research

PHASE II (24)

Pedagogical Expertise 6
EED 5510 The Teaching of Writing: Theory and Practice
EED 5520 The Teaching of Literature: Theories, Issues, and Practices

Academic Specialization 18
Select 12 hours from: ENG 5000, 5030, 5050, 5100, 5200, 5210, 5440, 5450, 5500, 5610, 5600, 5750, ENGS 5000-5099, 5100-5199, 5200-5299, 5300-5399, 5400-5499, 5700-5799, or *one* of the following: ENG 5810 *or* 5830 *or* 5850

Total: 39-42*

*See M.A.T. Handbook for Internship policies.

Requirements for Master of Arts in Teaching with English Education (9-12) Specialization	**Sem. Hrs.**
PHASE I	(15-18*)
Professional Core	12
EDN 5040 Basic Tenets of Education (3)	
EDN 5120 Advanced Study of Exceptionality in Children (3)	
EDN 5440 Survey of Educational Research (3)	
EDN 5450 Introduction to Curriculum Design and Best Practices (3)	
EDN 5460 Field Experience (0)	
Professional Development*	3
EED 5810 Internship in Secondary English Education	
Academic Specialization	3
ENG 5300 Theories and Methods of Literary Research	
PHASE II	(24)
Pedagogical Expertise	6
EED 5510 The Teaching of Writing: Theory and Practice	
EED 5520 The Teaching of Literature: Theories, Issues, and Practices	
Academic Specialization (Courses must be approved by advisor.)	18
Select six courses from the following:	
ENG 5000, 5030, 5050, 5100, 5110, 5200, 5210, 5440, 5450, 5500, 5610, 5600, 5750, ENGS 5000-5099, 5100-5199, 5200-5299, 5300-5399, 5400-5499, 5700-5799, or *one* of the following: ENG 5810 *or* 5830 *or* 5850	
Capstone Portfolio and Presentation is the culminating experience of the graduate program and takes place during the last semester (fall or spring) of the candidate's course work.	
	Total: 39-42*

*See M.A.T. Handbook for Internship policies.

Requirements for Master of Arts in Teaching with Middle Grades Mathematics Specialization	Sem. Hrs.
PHASE I	**(18-21*)**
Professional Core	**12**
EDN 5040 Basic Tenets of Education (3)	
EDN 5120 Advanced Study of Exceptionality in Children (3)	
EDN 5260 The Middle School Philosophy, Curriculum, and Instruction (3)	
EDN 5440 Survey of Educational Research (3)	
EDN 5460 Field Experience (0)	
Professional Development*	**3**
MAT 5810 Internship in Secondary Mathematics Instruction	
Pedagogical Expertise	**3**
MATE 5500 Curriculum Development and Evaluation in Math Education	
Academic Specialization	**3**
Complete at least one graduate mathematics course (see list below in Phase II)	
PHASE II	**(18)**
Professional Core	
EDN 5450 Introduction to Curriculum Design and Best Practices (3)	
Pedagogical Expertise	**6**
MATE 5600 Advanced Classroom Instruction in Mathematics Education	
MATE 5530 Teaching Critical Thinking and Problem Solving	
Academic Specialization	**18**
1. Analysis (3 hrs)	
Choose 1 of the 4 options below; others may be used as elective	
MATH 5210**, MAT 5230, 5320, 5440	
2. Technology in Education (3 hrs)	
MATH 5080 Technology in Mathematics Education**	
3. Mathematics Electives (6 hrs)	
May be chosen from math courses in section 1 above or those listed below	
MAT 5020, 5050**, 5070, 5120, 5150, 5260, MATH 5060**, 5220**	
	Total: 36-39*

*See M.A.T. Handbook for Internship policies.

** Preferred courses.

Requirements for Master of Arts in Teaching with Mathematics Education (9-12) Specialization	Sem. Hrs.
PHASE I	**(15-18*)**
Professional Core	**9**
EDN 5040 Basic Tenets of Education (3)	
EDN 5120 Advanced Study of Exceptionality in Children (3)	
EDN 5440 Survey of Educational Research (3)	
EDN 5460 Field Experience (0)	
Professional Development*	**3**
MAT 5810 Internship in Secondary Mathematics Instruction	
Pedagogical Expertise	**3**
MATE 5500 Curriculum Development and Evaluation in Math Education	

Academic Specialization 3
Complete at least one graduate mathematics course (see list below in Phase II)

PHASE II (21)

Professional Core 3
EDN 5450 Introduction to Curriculum Design and Best Practices (3)

Pedagogical Expertise 6
MATE 5600 Advanced Classroom Instruction in Mathematics Education
MATE 5530 Teaching Critical Thinking and Problem Solving

Academic Specialization (Courses must be approved by advisor.) 12
1. Analysis (3-6 hrs)
Choose 1 of the 4 options below; others may be used as elective
MATH 5210** and MATH 5220** Analysis for Math Teachers I and II
MAT 5230 Real Analysis
MAT 5320 Advanced Calculus for the Math Teacher
MAT 5440 Complex Analysis for the Math Teacher
2. Algebra and Number Theory (3 hrs)
Choose 1 of the 3 options below; others may be used as elective
MAT 5120 Advanced Topics in Linear Algebra
MAT 5150 Topics in Number Theory
MAT 5260 Special Topics in Abstract Algebra
3. Geometry and Topology (3 hrs)
Choose 1 of the 2 options below; others may be used as elective
MAT 5100 Point Set Topology
MATH 5110 Advanced Topics in Geometry**
4. Technology in Education (3 hrs)
MATH 5080 Technology in Mathematics Education**
5. Mathematics Elective (0-3 hrs)**
Optional, may be chosen from math courses in sections above or those listed below
MAT 5020 History of Mathematics (if not taken as an undergraduate)
MATH 5060 Statistics and Probability for Math Teachers**
MAT 5070 Discrete Mathematics for Math Teachers

Total: 36-39*

* See M.A.T. Handbook for Internship policies.
** Preferred courses.

Requirements for Master of Arts in Teaching with Middle Grades Science Education Specialization	**Sem. Hrs.**
PHASE I	(15-18*)
Professional Core	9
EDN 5040 Basic Tenets of Education (3)	
EDN 5120 Advanced Study of Exceptionality in Children (3)	
EDN 5440 Survey of Educational Research (3)	
EDN 5460 Field Experience (0)	
Professional Development*	3
SCE 5810 Internship in Secondary Science Education	
Pedagogical Expertise	3
SCE 5000 Teaching Science in Grades 6-12	

Academic Specialization 3
Complete at least one graduate science course (see list below in Phase II)

PHASE II (21)

Pedagogical Expertise 6
SCE 5600 Foundations of Science Education
SCE 5500 Science in the Middle School

Academic Specialization 15
Select one course from each discipline and two additional courses from any of the remaining courses listed:
Biology: BIO 5100, 5120, 5150, 5200, 5250, 5350, BIOS 5xxx**
Chemistry: CHM 5200, 5480, 5500, 5600, CHMS 5xxx**
Geology/Geography: GLY 5010, 5020, 5040, 5410, GLYS 5xxx**, GGYS 5xxx**
Physics: PHY 5200, 5480, 5500, 5600, PHYS 5xxx**

Total: 36-39*

*See M.A.T. Handbook for Internship policies.

**BIOS/CHMS/GLYS/GGYS/PHYS 5xxx: Exact course number and title will vary, since multiple topics are offered in different semesters. Check with program director prior to registering.

Requirements for Master of Arts in Teaching with Science Education (9-12) Specialization **Sem. Hrs.**

PHASE I (15-18*)

Professional Core 9
EDN 5040 Basic Tenets of Education (3)
EDN 5120 Advanced Study of Exceptionality in Children (3)
EDN 5440 Survey of Educational Research (3)
EDN 5460 Field Experience (0)

Professional Development* 3
SCE 5810 Internship in Secondary Science Education

Pedagogical Expertise 3
SCE 5000 Teaching Science in Grades 6-12

Academic Specialization 3
Complete at least one graduate science course (see list below in Phase II)

PHASE II (21)

Pedagogical Expertise 6
SCE 5600 Foundations of Science Education
SCE 5700 Improving 9-12 Science Classroom Instruction

Academic Specialization (Courses must be approved by advisor.) 15
Select one course from each discipline and two additional courses from any of the remaining courses listed:
Biology: BIO 5100, 5120, 5150, 5200, 5250, 5350, BIOS 5xxx**
Chemistry: CHM 5200, 5480, 5500, 5600, CHMS 5xxx**
Geology/Geography: GLY 5010, 5020, 5040, 5410, GLYS 5xxx**, GGYS 5xxx**
Physics: PHY 5200, 5480, 5500, 5600, PHYS 5xxx**

Total: 36-39*

*See M.A.T. Handbook for Internship policies.

**BIOS/CHMS/GLYS/PHYS 5xxx: Exact course number and title will vary, since multiple topics are offered in different semesters. Check with program director prior to registering.

Requirements for Master of Arts in Teaching with Middle Grades Social Studies Education Specialization	Sem. Hrs.
PHASE I	(18-21*)
Professional Core	15
EDN 5040 Basic Tenets of Education (3)	
EDN 5120 Advanced Study of Exceptionality in Children (3)	
EDN 5260 Middle School Philosophy, Curriculum, and Instruction (3)	
EDN 5440 Survey of Educational Research (3)	
EDN 5450 Introduction to Curriculum Design and Best Practices (3)	
EDN 5460 Field Experience (0)	
Professional Development*	3
SSE 5810 Internship in Secondary Social Studies Education	
Pedagogical Expertise	3
SSE 5500 Advanced Social Studies Methods	
PHASE II	(21)
Pedagogical Expertise	3
SSE 5750 Social Studies Curriculum Transformation	
Academic Specialization	18
Select one course from each area (9 hours):	
European History (HSTS 5000-5190)	
Asian, African, Latin American History (HSTS 5200-5390)	
United States History (HSTS 5400-5590)	
Select one course from three of the areas listed below (9 hours):	
Geography	
Political Science	
American Indian Studies	
Economics	
Sociology	
	Total: 39-42*

*See M.A.T. Handbook for Internship policies.

Requirements for Master of Arts in Teaching with Social Studies Education (9-12) Specialization	Sem. Hrs.
PHASE I	(15-18*)
Professional Core (Phase I)	12
EDN 5040 Basic Tenets of Education (3)	
EDN 5120 Advanced Study of Exceptionality in Children (3)	
EDN 5440 Survey of Educational Research (3)	
EDN 5450 Introduction to Curriculum Design and Best Practices (3)	
EDN 5460 Field Experience (0)	
Professional Development*	3
SSE 5810 Internship in Secondary Social Studies Education	
Pedagogical Expertise	3
SSE 5500 Advanced Social Studies Methods	
PHASE II	(21)
Pedagogical Expertise	3
SSE 5750 Social Studies Curriculum Transformation	

Academic Specialization **18**

Select one course from each area (9 hours):

European History (HSTS 5000-5190)

Asian, African, Latin American History (HSTS 5200-5390)

United States History (HSTS 5400-5590)

Select one course from three of the areas listed below (9 hours):

Geography

Political Science

American Indian Studies

Economics

Sociology

Total: 36-39*

*See M.A.T. Handbook for Internship policies.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Director: Nick Arena

The Master of Business Administration (MBA) is a professional degree program designed to accelerate entrepreneurial career development by preparing graduates to form their own businesses or to take a leadership role in new corporate ventures. The program is open to all students regardless of their undergraduate major. The expected results and outcomes of the MBA program are to:

- Provide graduates with an opportunity for advanced studies in entrepreneurial business management;
- Prepare graduates to attain entrepreneurial leadership positions in for-profit and non-profit organizations or to establish their own entrepreneurial business;
- Provide a comprehensive knowledge of the functional areas of business, such as accounting, finance, management, economics, and marketing, which are used as the basis for an integrated business endeavor;
- Provide an understanding of the balance required to be a successful leader among the sometimes-conflicting business elements, such as ethical, political, societal, and technical;
- Provide an understanding of the economy, especially as it affects the business environment of North Carolina;
- Enhance the graduates' competency in oral and written communication because of their impact on leadership success. The program emphasizes case analysis for written and presentation skill evaluation and development;
- Improve the graduates' competency in the effective use of Business Information Technology (BIT);
- Develop graduates who can function effectively as members of virtual and participative teams;
- Improve graduates' competencies to integrate and synthesize the various business areas and to develop cross-functional approaches to organizational issues.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS (see also Graduate Admissions)

Students are expected to demonstrate competence in calculus, communication skills, and computer related skills. Students who have not completed at least three semester hours of calculus (MAT 2150 or equivalent) in a prior undergraduate or graduate program must complete at least three semester hours of calculus as part of the MBA degree requirement.

In addition, all students will have to show evidence of either completion of undergraduate "Common Body of Knowledge (CBK)" courses in business or completion of Foundation courses as prerequisites to the formal MBA courses. Since the Foundation courses are at a 500 level, they are considered graduate level courses. Students taking the foundation courses must complete them successfully as defined in the Graduate Studies section on MASTER'S DEGREE REQUIREMENTS.

COMMON BODY OF KNOWLEDGE OR FOUNDATION REQUIREMENTS:

CBK	OR	FOUNDATION
Principles of Accounting, 6 hours	or	ACC 5010 Foundations of Accounting, 3 hours
Principles of Finance, 3 hours	or	FIN 5010 Foundations of Finance, 3 hours
Principles of Marketing, 3 hours Principles of Management, 3 hours	or	MGT 5010 Foundations of Marketing and Management, 3 hours
Principles of Economics, 6 hours	or	ECN 5030 Foundations of Economics, 3 hours
Quantitative Methods , 6 hours	or	DSC 5050 Foundations of Business Statistics, 3 hours
Calculus, at least 3 hours	or	DSC 5010 Foundations of Analytical Methods, 4 hours

Requirements for the Master of Business Administration	**Sem. Hrs.**
Professional Entrepreneurial Competence and Integrative Applications (all are required)	**24**
DSC 5100 Quantitative Methods	
ECN 5150 Managerial Economics	
FIN 5200 Managerial Finance	
MGT 5250 Organizational Theory & Behavior	
MGT 5300 Human Resources Management	
MKT 5400 Marketing Planning and Strategy	
ACC 5500 Managerial Accounting	
MGT 5750 Strategic Planning	
Professional Enhancement Courses (choose four*)	**12**
DSC 5120 Research Methods	
MGT 5270 Leadership and Change	
MKT 5450 Services Marketing	
ACC 5520 Tax Implications of Business Decisions	
BLAW 5280 Legal Issues for Managers	
MGT 5290 Entrepreneurship	
ITM 5370 Management Information Systems	
FIN 5210 Investment Analysis	
MGT 5350 Operations Management	
FIN 5250 Entrepreneurial Finance	
BLAW 5320 Law for Entrepreneurs	
MGT 5700 Entrepreneurial Strategy	
MGT 5210 Supply Chain Management	
FIN 5020 Personal Financial Planning	
FIN 5050 Behavioral Finance	
MGT 5362 International Business	
ACCS/ BLWS/DSCS/ECNS/FINS/ITMS/MGTS/MKTS 5xxx Special Topics	
	Total: 36

*In addition to the courses listed as Professional Enhancement courses, students may choose courses from another graduate program as substitutes to fulfill their required 4 elective courses (Requires permission from both MBA director and other program director).

COURSES

ACCOUNTING (ACC)

ACC 5010. Foundations of Financial and Managerial Accounting (3 hours)

This course is an accelerated course designed for students with no accounting background or as a refresher course for students who desire to review accounting before enrolling in required MBA courses. A study of the basic concepts of accounting with an emphasis on the evaluation of transactions and the preparation and analysis of financial statements including their use in the management planning and control process. (This course will not count toward the 36 hours required for the MBA degree.)

ACC 5500. Managerial Accounting (3 hours)

The course introduces the student to management's use of accounting data in the decision-making process. Topics covered include: Estimating Cost Behavior using both Linear Regression and Multiple Regression Analysis; Short-term Planning with Constraints on Resources; Information for Production and Control Analysis; Capital Budgeting and; Segment and Managerial Performance Evaluation. PREREQ: DSC 5100 or permission of instructor.

ACC 5520. Tax Implications of Business Decisions (3 hours)

The course introduces the student to Federal tax planning strategies for business. Includes an overview of the Federal tax system, sources of tax law, guidelines for organizing and financing a business, tax incentives for capital investments, and other tax planning topics.

ACC 5990. Directed Studies (3 hours)

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

ACCS 5xxx. Special Topics (3 hours)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

BUSINESS LAW (BLAW)

BLAW 5280. Legal Issues for Managers (3 hours)

The goal of this course is to help graduate students develop a deeper appreciation and understanding of the legal mechanics of various types of business transactions and of the commercial law environment within which those transactions are negotiated and executed. The course is designed to enhance the student's analytical, communication, and negotiation skills while developing knowledge of several areas of law that play an integral part in management decisions.

BLAW 5320. Law for Entrepreneurs (3 hours)

This course will help students develop a deeper appreciation and understanding of the legal issues faced in establishing, operating and maximizing a business. The course is designed to enhance the student's analytical and communication skills while developing knowledge of the legal decisions made by entrepreneurs.

BLWS 5xxx. Special Topics (3 hours)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

DECISION SCIENCES (DSC)

DSC 5010. Foundations of Analytical Methods (4 hours)

This course equips prospective MBA students with the means and methods of quantitative reasoning through a concise and applied process, which includes introduction to the concepts of mathematical economics, mathematical finance, and business mathematics. The course will cover essentials of algebra with business and economic applications and essentials of calculus with business and economic applications. Upon completing the course students will be able to apply mathematical thinking and quantitative reasoning to solve problems in MBA-level accounting, economics, finance, marketing, and management classes. The applications of concepts include, but are not limited to, Pricing and Inventory Control; Payrolls and Banking; Taxes; Simple Interest; Compound Interest; Annuities; Sinking Funds and Amortization; Accounting; Productivity and Costs, Constrained Optimization (consumer and producer theories); Market Equilibrium; and Elasticities of Demand and Supply.

DSC 5050. Foundations of Business Statistics (3 hours)

This course is an accelerated course designed for students with no statistics background or as a refresher course for students who desire to review statistical methods before enrolling in required MBA courses. Intensive examination of statistical and graphical methods of analyzing quantitative information. Specific topics include frequency distribution, probability, sampling, T-tests, correlation, various graphic forms, regression analysis, and analysis of variance. (This course will not count toward the 36 hours required for the MBA degree.)

DSC 5100. Quantitative Methods (3 hours)
Intermediate level quantitative skills in multivariate statistics, optimization, and decision-making which will be used in subsequent MBA courses. Topics will include multiple regression, multivariate ANOVA, logistic regression, factor analysis, and linear programming. Computer software will be used.

DSC 5120. Research Methods (3 hours)
This course details the methods employed in defining business problems, research design, primary and secondary data sources, methods of data collection, scaling methods, sampling techniques, and report preparation. Through case analyses, literature reviews and research projects, this applications-oriented course focuses on improving decision making.

DSC 5550. Time Series Analysis (3 hours)
A review of statistical methods for analysis of business time-series data. Use of these methods for forecasting will also be discussed. The methods surveyed include smoothing methods, filters, ARIMA models, vector autoregressive models, and cointegration models. PREREQ: DSC 5100 or permission of instructor.

DSC 5990. Directed Studies (3 hours)
Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

DSCS 5xxx. Special Topics (3 hours)
The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

ECONOMICS (ECN)

ECN 5030. Foundations of Microeconomics/Macroeconomics (3 hours)
This course is an accelerated course designed for students with no economics background or as a refresher course for students who desire to review economic principles before enrolling in required MBA courses. A study of the individual decisions in the market economy and an overall view of the operation of the economy. Specific topics include theories of consumer behavior, behavior of firms in various degrees of competition, and government regulation. Fiscal, monetary, and supply-side policies are discussed. (This course will not count toward the 36 hours required for the MBA degree.)

ECN 5150. Managerial Economics (3 hours)
An overview of methods of economic analysis applied to the modern United States economy. Emphasis on microeconomics and managerial economics such as theory of consumer choice and demand, theory of cost, outputs, and industrial structure, analysis of efficient use of resources within an organization. Also, macroeconomic analyses including a review of monetary institutions, and theory of GNP, inflation, and the rate of unemployment.

ECN 5990. Directed Studies (3 hours)
Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

ECNS 5xxx. Special Topics (3 hours)
The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

FINANCE (FIN)

FIN 5010. Foundations of Finance (3 hours)

This course will provide a survey or review of basic Business Finance principles, including Time Value of Money, Financial Statement Analysis, Basic Stock and Bond markets and valuation, risk and return relationships and interest rates, and capital budgeting. Emphasis will also be on using technology to assist in financial analysis: Internet research, spreadsheet modeling, and the use of financial calculators. (This course will not count toward the 36 hours required for the MBA degree.)

FIN 5020. Personal Financial Planning (3 hours)

This course provides the tools, techniques, and understanding needed to define and achieve financial goals. Based on a life-cycle approach, coverage includes financial plans, assets, credit, insurance, investment, retirement, and estate planning. MBA participants will apply the financial planning skills they learn in this course in a scenario-based approach and will prepare comprehensive financial plans to include all covered topics. Participants will be required to track their financial activities during the semester and to prepare a personal financial plan.

FIN 5050. Behavioral Finance (3 hours)

This course explores irrational behaviors as they present themselves in a corporate and investor context. It addresses psychological phenomena that may minimize financial value creation and examines ways to mitigate these behaviors. Coverage includes behaviors in corporate financial decisions (biases, heuristics, framing), valuation (by investors and analysts), capital budgeting techniques, risk and return perceptions, principal agent conflicts, group processes, and mergers and acquisitions.

FIN 5200. Managerial Finance (3 hours)

Course covers time-value of money, capital budgeting and structure, and other finance related decisions for corporations. In addition, the course is intended to give the student an appreciation for the role of finance within the firm, and the impact of financial decisions on society at large. Includes basic microeconomic principles and accounting principles and practical applications within the business world.

FIN 5210. Investment Analysis (3 hours)

This course is an extension of Managerial Finance (FIN 5200), covering trade-offs between risk and return, and the benefits of diversification within a portfolio. The principles of duration, immunization, and other forms of risk management within the portfolio are also discussed. Modern investment theory is addressed, including the study of efficient capital market, capital asset pricing model (CAPM), and arbitrage pricing theory (APT). PREREQ: FIN 5200 or instructor's permission.

FIN 5250. Entrepreneurial Finance (3 hours)

This course acquaints the business person who is in an entrepreneurial environment with the particular issues involved in finance related to the particular needs and conditions of the emerging firm. Cash flow, valuation, managing growth, and raising private and public capital are topics explored through lectures and cases. PREREQ: FIN 5200 and ACC 5010.

FIN 5990. Directed Studies (3 hours)

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

FINS 5xxx. Special Topics (3 hours)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

INFORMATION TECHNOLOGY MANAGEMENT (ITM)

ITM 5370. Management Information Systems (3 hours)

Conceptual and practical foundations of information processing systems support for management and decision-making functions, computer system project management, economic and legal considerations of management information systems, system implementation and evaluation.

ITMS 5xxx. Special Topics (3 hours)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

MANAGEMENT (MGT)

MGT 5010. Foundations of Marketing and Management (3 hours)

This course is an accelerated course designed for students with no formal undergraduate background or as a refresher course for students who desire or need to review the newest practices in marketing and management. Marketing topics covered include marketing concept; product analysis; consumer behavior; pricing; promotion; and communications. Management topics include the decision-making process tied to planning, organizing, leading, and controlling organizations. (This course will not count toward the 36 hours required for the MBA degree.)

MGT 5210. Supply Chain Management (3 hours)

The purpose of this course is to introduce students to new and emerging topics, tools, and techniques in operations and supply chain management. The course emphasizes coordination, integration, and decision making regarding the interaction of the firm with its suppliers and customers, where planning, design, and control of all aspects of supply chains including design and control of material and information systems, supplier development, supplier selection, customer relationship management, and quality issues such as outsourcing in supply chain are discussed.

MGT 5250. Organizational Theory and Behavior (3 hours)

Course will examine explanations of individual behavior, the nature of human behavior in groups, and organizational structures and processes, especially as they affect human behavior. Principles of organizational change and development will also be addressed. The course will rely heavily on analysis and solution of case problems in addition to text and directed readings.

MGT 5270. Leadership and Change (3 hours)

This course will examine contemporary organizations and their leadership within the context of change management in a dynamic environment. In particular, the course will focus upon the concept of leadership as an interactive process and the means by which change is initiated and sustained. Throughout the course the relationship between strategy, structure, and culture will be highlighted.

MGT 5290. Entrepreneurship (3 hours)

The course provides students with the competency to identify and implement opportunities and overcome business obstacles in forming a new venture, leading a new corporate venture, or advancing current business careers. This course will identify and explain how Initiation and Entrepreneurship are ways of thinking, reasoning, and acting that are opportunity obsessed, holistic in approach, and leadership balanced to advance the entrepreneurial venture.

MGT 5300. Human Resources Management (3 hours)

Course will examine how an organization secures, develops, maintains, and rewards employees to meet organization objectives. Topics include recruitment, selection, training, performance appraisal, compensation, benefits, and labor-management relations. Examines effective integration of human resource functions.

MGT 5350. Operations Management (3 hours)

Managing the operation function is extremely important due to strong competition nationally and internationally. Operations management is responsible for systems that create goods and/or provide

services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed.

MGT 5362. International Business (3 hours)

The course is an introduction to and an overview of the essential elements of international business. Emphasis is placed on the application of behavioral and strategic management practices to global business environments at the graduate level.

MGT 5700. Entrepreneurial Strategy (3 hours)

An examination of strategic management issues from the perspective of the entrepreneurial organization. Topics include entrepreneurial leadership, growth, ethics, strategic positioning, franchising, and entrepreneurship. Prerequisite: MGT 5290 or permission of instructor.

MGT 5750. Strategic Planning (Capstone Course) (3 hours)

Course integrates knowledge from functional areas through both analysis of complex business problems and managing a computer simulated company. Case approach requires student involvement in decision making. PREREQ: FIN 5200, MKT 5400, and ACC 5500 or permission of instructor.

MGT 5990. Directed Studies (3 hours)

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

MGTS 5xxx. Special Topics (3 hours)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

MARKETING (MKT)

MKT 5400. Marketing Planning and Strategy (3 hours)

This course details the role of marketing in the firm and its impact on the strategic planning process. An emphasis is placed on identifying and solving marketing problems, marketing strategy, and current issues facing marketing managers.

MKT 5450. Services Marketing (3 hours)

The primary goal of this course is to acquaint students with the unique aspects of marketing service firms and nonprofit organizations. The course will cover such topics as service quality, service operations, pricing, distribution, managing supply and demand, customer retention, and developing an integrated marketing communications program.

MKT 5990. Directed Studies (3 hours)

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

MKTS 5xxx. Special Topics (3 hours)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

MASTER OF PUBLIC ADMINISTRATION (M.P.A.)

On-campus MPA and On-line MPA Programs

Director: Dr. Michael Pennington

Concentration coordinators:
Public Management – Dr. William Albrecht
Emergency Management – Dr. Robert Schneider/Dr. Daniel Barbee
Health Care Management – Dr. Nicholas Giannatasio
Criminal Justice – Dr. Mario Paparozzi

The Master of Public Administration Program (MPA Program) is a broad-based degree designed to prepare students for leadership roles in public organizations. The MPA Program emphasizes the critical areas of political institutions and processes, managerial and leadership concepts and skills, and analytical skills and techniques. It is anchored in both theory and application for those seeking to leverage their career progress and enhance their leadership potential.

The MPA Program is intended for practicing and aspiring administrators in public sector organizations, and is also an excellent degree for those in non-profit and voluntary sectors, and in private organizations that interact consistently with public agencies or which maintain government or public affairs offices. The degree also is useful for those whose career paths may move across sectors over a period of time. The degree—while based solidly in research and theory—emphasizes the practical application of modern technical, managerial, and leadership skills in a variety of settings.

For those currently in administrative and managerial positions, the MPA Program will help refine, update, and improve career potential and help add value to performance. For preservice individuals, the program is an excellent way to build the educational foundation for a career in management and leadership.

This graduate program is devoted to public management, and also committed to serving the needs of those whose careers are invested in the work of non-profit organizations and private sector organizations that have public interest linkages. Given its emphasis on management, the program is multi-disciplinary and involves a significant mix of disciplines, all of which contribute to the value of the program for individual students. This multi-disciplinary quality, along with its public management base, is a significant, and unique strength of the MPA Program and degree.

The MPA Program offers four choices beyond the initial required courses: The student may choose a concentration in Public Management, Criminal Justice, Emergency Management, or Health Administration. These options are designed to enable the student to select courses that will enable meeting individual career and professional goals and needs.

The MPA program faculty is a distinguished, experienced group representing various disciplines. The core discipline of the program is public administration. Contributing disciplines include business administration, criminal justice, computer science, economics, health administration, and political science. Other disciplines contribute to the MPA Program on an occasional basis. All members of the MPA Program faculty hold the earned doctoral degree and bring to their courses and other work in the program a sound record of experience in government, business, research, and consulting. Students in the MPA Program benefit greatly from work in graduate courses taught from a variety of disciplinary perspectives offered by the faculty, and from the emphasis by the faculty on a blend of theory and practical management and leadership skills.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS

All applicants for the M.P.A. degree in Public Administration are required to submit an essay detailing their preparation for graduate studies, relevant professional experiences, and their objectives in pursuing an M.P.A. degree. The M.P.A. program requires submission of scores from the GRE General Test; students do not need to submit subject area scores. See also *Graduate Programs, Procedures, and Policies.*

THE MPA PROGRAM COMPONENTS

The major components of the MPA Program are: (1) the Required Core Courses; (2) the required concentration courses; (3) electives; (4) the Capstone/Professional Paper; and, for preservice, non-professional students, (5) the MPA Field Experience (Internship).

Capstone/MPA Professional Paper

Each student must successfully complete a professional paper guided by MPA professors. Students will design and complete their papers in the appropriate topic/concentration area. Details regarding topic selection, processes, and other requirements are available on the program website. Students will be required to make an on-campus oral presentation of their paper to their advisory committee and other faculty and students and submit both printed and electronic copies of their final version, following the process defined on the program website. This final version must incorporate all required revisions and can then by assigned a grade by the responsible faculty and the MPA Director.

Requirements for a Master of Public Administration (M.P.A.)	**Sem.hrs.**
I. Required Core Courses:	21
PAD 5000 Leadership and Administration in Public Affairs	
PAD 5010 Organizational Behavior	
PAD 5050 Analytical Methods	
PAD 5060 Human Resource Administration	
PAD 5080 Quantitative Analysis I	
PAD 5500 Public Institutions and Processes	
PAD 5520 Principles of Budgeting and Finance	
II. Concentration* Courses: Four courses selected from the options described under each concentration listed below.	12
III. Elective Courses: Two courses selected in consultation with advisor and concentration coordinator	6
IV. MPA Professional Paper	3
PAD/CRJ/EMG/HAD 5620 Professional Paper	
V. Internship (as required)	3
PAD 5340 Leadership/Managerial Internship	
Need determined at program entry based upon prior professional experience	
	Total: 42-45

***Concentration**

Students may select their concentration at initial program enrollment; otherwise, the designation should be completed during their initial semesters, prior to enrolling in electives. Each concentration, along with requirements, is described below. Students should make specific class selection within each concentration's general requirements, along with general electives, in consultation with their advisor and concentration coordinator.

Concentrations **Sem.hrs.**

Public Management: This concentration prepares students to serve in senior administrative and managerial positions, providing background in significant managerial issues, skills, and concerns appropriate for those anticipating positions in the public, non-profit, and private sectors. 12

Choose four courses (12 hours) from:

PAD 5100 Organizational Leadership Seminar
PAD 5330 Leadership and change
PAD 5110 Strategic Planning
PAD 5310 Governmental and Not-for-Profit Accounting for Managers
PAD 5020 Legal, Policy, and Ethical Issues in Administration
PAD 5380 Conflict Analysis and Resolution
PAD 5360 Administrative Law
PAD 5370 Policy and Program Analysis

Emergency Management: Emergency Management is a complex, multidisciplinary array of critical planning and implementation activities that are directly related to the roles that administrators and public managers play in preparing for, responding to, recovering from, and mitigating the impacts of the risks and vulnerabilities associated with natural and manmade disasters. In the context of an all hazards approach, this concentration is designed to enhance the planning capabilities for those directly involved in emergency management responsibilities as well as for all public administration professionals who play a role in the building of sustainable hazard resilient communities. **12**

Required Courses (6 hours):

EMG 5150 Introduction to Emergency Management
EMG 5750 Capstone in Emergency Management

Elective Course—Choose two of the following (6 hours):

EMG 5160 Sustainability and Hazard Resilience
EMG 5170 Crisis Leadership and Sustainability
EMG 5180 Social Equity in Emergency Management
EMG 5190 Technological Applications in Emergency Management

Criminal Justice: This concentration, designed primarily for practitioners in criminal justice career fields, focuses on courses designed to provide value in the careers of those working in criminal justice. **12**

Required Courses (12 hours):

CRJ 5700 Criminal Justice Research Methods
CRJ 5710 Criminological Theory
CRJ 5810 Victimology and Criminal Justice
CRJ 5830 Image Management and Media Relations for Criminal Justice and Public Service Agencies

Health Administration: This concentration is designed for both experienced health care practitioners and those who aspire to careers in health administration. **12**

Choose 4 courses (12 hours) from:

HAD 5710 Health Administration and Organization
HAD 5720 Health Policy
HAD 5730 Legal and Ethical Issues in Health Care
HAD 5740 Health Economics
HAD 5750 Comparative Health Care Systems

COURSES

PUBLIC ADMINISTRATION (PAD)

PAD 5000. Leadership and Administration in Public Affairs (3 hours)

This course deals with roles of public and non-profit managers and leaders in guiding organizations to meet the demands of changing domestic and global conditions. The course covers the evolution of modern leadership and administrative strategies and employs relevant research literature, case/scenario analysis, and diagnostic activities.

PAD 5010. Organizational Behavior (3 hours)

The course will examine explanations of individual behavior (perceptions, attributions, motivations, attitudes); the nature of human behavior in groups (group dynamics, power, leadership); and organizational structures and processes that affect human behavior (organizational and job design, communication, performance appraisal). Principles of organizational change and development will also be addressed. The course will employ case analyses and directed readings in relevant research literature as well as text materials.

PAD 5020. Legal, Policy, and Ethical Issues in Administration (3 hours)

This course analyzes current legal, policy and ethical issues which apply to administrators in both public and private organizations. Emphasis will be given to regulatory policy, statutory and case law in administration, the politics of regulation, along with administrative and legal processes pertaining to implementation and enforcement. An important emphasis will also be given to the ethical implications of the political, policy, and legal issues raised. Topics will include governmental practices, and administrative responsibility.

PAD 5030. Economic Analysis for Public Managers (3 hours)

An examination of economic issues and methods which are relevant to public and non-profit administration, and public policy. Topics covered include microeconononomic concerns such as supply and demand, firms and markets, welfare economics, and benefit-cost analysis. Methods of macroeconomic analysis and stabilization policies are also reviewed.

PAD 5040. Financial Resource Administration (3 hours)

Financial processes and structures in organizations. Focuses on financial environment, financial concepts, financial analysis, financial dynamics of expansion and retrenchment, capital structure, capital budgeting, and dividend policy.

PAD 5050. Analytical Methods (3 hours)

Examination of methodologies used to analyze management problems and improve managerial decision making. Includes research design, modeling, measurement and observational techniques, using library and computing resources, analysis of quantitative data, and the evaluation and application of administrative and management research.

PAD 5060. Human Resource Administration (3 hours)

Study of how an organization secures, develops, maintains, and rewards employees to meet organization objectives. Topics include recruitment, selection, training performance appraisal, compensation, benefits, and labor-management relations. Examines effective integration of human resource functions.

PAD 5070. Computer Technology in Administration (3 hours)

Study of computer technology in contemporary organizations. Primary emphasis is on developing a conceptual framework for selecting appropriate hardware and software configurations to perform different organizational functions. The limitations and complications associated with computer technology are also covered. Students will complete several individual projects involving direct experience with various categories of application software, including work processing, database management, statistical analysis, spreadsheet analysis, and decision making.

PAD 5080. Quantitative Analysis I (3 hours)
Intensive examination of statistical and graphical methods of analyzing quantitative information. Covers frequency distribution, probability, sampling, T-tests, correlation, various graphic forms, methods of avoiding distortions in graphics, and an overview of regression analysis, factor analysis, and analysis of variance. Extensive experience working with administrative data, emphasizing the use of computer technology and software.

PAD 5100. Organizational Leadership Seminar (3 hours)
The concepts, principles, theories, and practices of organizational leadership will be examined. A combined emphasis is placed on the effectiveness of an organization and on the professional development of organizational leaders. The lectures and class discussions will be enhanced by various readings including biographies, live case studies, and research reports.

PAD 5110. Strategic Planning (3 hours)
This course is a study of strategic management as a function of leadership. The three primary components of strategic management, which are strategic planning, strategy formulation, and strategy implementation, are analyzed. A case-study approach is used to examine applications in for-profit, non-profit, and public organizations.

PAD 5120. Decision-Making for Leaders (3 hours)
This course considers the theory and practice of decision-making in administrative and managerial settings. The emphasis is on the development of diagnostic, analytic, and choice skills that can be employed to improve decision-making at the individual, group, organizational and interorganizational levels. Leading models and approaches to decision-making behavior and its application and consequences in administration are covered. Scenario and case analyses from research literature will be used with lectures and class activities.

PAD 5300. Organizational Communication (3 hours)
Theory and practice of oral and written communication within organizations, from employee-employer interpersonal communication, interview communication, serial (information dissemination) communication, small group communication, and formal and informal presentations within the organization. All students are expected to fully participate in all written and oral activities and presentations.

PAD 5310. Governmental and Not-for-Profit Accounting for Managers (3 hours)
The development and use of accounting information by managers. Includes financial and managerial concepts relevant to public and private sectors.

PAD 5320. Quantitative Analysis II (3 hours)
Study of modeling and other analytical methods to address problems and needs of administrative organizations. Describes the uses and limitations of quantitative models as well as criteria for planning and decision-making, simulation, systems analysis, forecasting, analytical programming, and scheduling.

PAD 5330. Leadership and Change (3 hours)
This course addresses the phenomenon of change, how it affects organizations, and the role of leaders in shaping the future of the organization by guiding change. The course covers types of change, the tools available to leaders for guiding both planned and unplanned change, and the effects, and consequences of change.

PAD 5340. Leadership/Managerial Internship (3 hours)
This course will involve the student in a seminar and planned field experience of professional development in an appropriate organizational setting. It will be supervised by a designated member of the faculty and an official representing the cooperating host organization. The scheduled seminar sessions will address a variety of issues designed to enable the student intern to gain knowledge and useful experience from the internship. The intern will apply the knowledge and skilled gained from course

work to analyze administrative settings, issues, and problems, and generally to function effectively in an organizational setting. Appropriate readings and a structured written analytical report are required in addition to scheduled seminar sessions. PREREQ: Consent of Program Director.

PAD 5350. Small Business Management (3 hours)
Consideration of opportunities and obstacles involved in starting and operating a small business. Emphasis is placed on integrating major concepts from finance accounting, marketing, and operations as they apply to owning and operating a small business. PREREQ: PAD 5000, PAD 5040.

PAD 5360. Administrative Law (3 hours)
Administrative Law and its concomitant appeals process, judicial review or agencies and other facets of The Administrative Procedure Act of 1946, and our legislative review and constraint of agencies are the primary focus of this course. Additionally, the rules and regulations process of federal and state agencies and its effect of the public, private, and non-profit sectors are the secondary focus of this course.

PAD 5370. Program Evaluation and Analysis (3 hours)
Intensive study of techniques for use in program and policy evaluation and analysis. Topics include determination of program/policy objectives, examination of research designs and implications for assessments and evaluations, measurement issues, data collection techniques, and analysis of program information. Application of analysis efforts to benefit/cost analysis, modeling and forecasting, and other techniques will also be discussed. PREREQ: PAD 5050, PAD 5500.

PAD 5380. Conflict Analysis and Resolution (3 hours)
This course addresses the theory, concepts, research, and practice in conflict analysis and resolution. It deals with the kinds of conflict issues that are associated with the management and leadership roles and functions in public, non-profit, and business organizations, and hence focuses more on conflicts among organizations and, social groups, than within the organization. Some emphasis is on social and community settings and the conflicts in these settings involving organizations. Collaborative problem solving, scenario-based planning, negotiation, and mediation are explored and practiced using cases, role-playing, scenarios, simulations, and critical events. Lectures are used to introduce and explain key concepts and approaches as well as research findings.

PAD 5400. Operations Management (3 hours)
Managing the operation function is extremely important due to strong competition nationally and internationally. Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed.

PAD 5500. Policy Studies (3 hours)
This course will examine the theories and concepts used in the study of public policy. It particularly focuses on the development and use of models and techniques for policy formulation, analysis, and evaluation. Student assignments include the study of policy problem and the practical or applied implementation of policy analysis.

PAD 5510. Advanced Public Administration (3 hours)
Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society in part and as a whole.

PAD 5520. Principles of Budgeting and Finance (3 hours)
Focus on the fiscal aspects of public sector administration including: analysis of the sources of revenue for public programs; review of budgeting processes and important budget functions (e.g., cost-benefit analysis, capital budgeting and debt administration); examination of the strategies and tactics used by various governmental actors in their efforts to maximize agency policy objectives.

PAD 5530. Advanced Public Administration and Policy (3 hours)
Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society as a whole, and for some segments of it.

PAD 5590. Seminar in Public Management (3 hours)
This course is designed to provide focused work on a selected public management policy or program. Students, as directed by the professor, will study and report on the analytic, substantive, policy, and managerial dimensions of a policy issue or problem in public management. This seminar is intended to facilitate the application of concepts from the other courses in the Public Management option area. PREREQ: MPA Core Courses and PAD 5500 and 5510.

PAD 5600. Independent Study (3 hours)
Independent study in an area of administration and management relevant to the student's needs and interests. Supervised by an MPA Program faculty member. Regular advisory and tutorial activities. Consent of the Program Director is required.

PAD 5620. Professional Paper (CRJ 5620, EMG 5620, HAD 5620) (3 hours)
A directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

PAD 5770. Topics in Public Policy (3 hours)
This course will focus on a substantive policy issue area, focusing on policy and administrative issues surrounding the issue area. The specific policy will vary by semester.

PAD 5880. Advanced Quantitative Analysis in Administration (3 hours)
This course is designed to provide the advanced student of public affairs with a firm foundation in, and an ability to apply, some of the most commonly used statistical techniques, with emphasis on actual data analysis. Following a very brief refresher on basic statistics, part one of the course will focus on the foundations of bivariate linear regression analysis. The second part will concentrate on multivariate linear regression analysis, including analysis of the assumptions of these linear models and where they are most likely to fail. Parts one and two of the class will take up the bulk of the semester and will provide the student with one of the most important and widely used statistical tools for empirical social and policy research. The third part will concentrate on logit regression models and factor analysis. Upon successful completion of the course, the student will be conversant with—and capable of using—some of the most widely used advanced statistical techniques.

PADS 5xxx. Special Topics (3 hours)
The study of a particular topic of special importance, relevance, and currency to students of administration and management. The Special Topics course frequently is taught in seminar style, emphasizes content linkages with other courses in the MPA Program, and requires significant student activity. The content of the special topics course varies with each offering. Consent of Program Director required.

CRIMINAL JUSTICE (CRJ)

CRJ 5620. Professional Paper (PAD 5620, EMG 5620, HAD 5620) (3 hours)
A directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

CRJ 5700. Criminal Justice Research Methods (3 hours)
This course covers the logic of social research methods, survey research, methods of evaluation research, sampling, and the contrast between quantitative and qualitative research. Included in this course will be; the importance of ethics and institutional review board compliance issues related to in-

ternal and external validity of research designs; sampling designs; and conformity with acknowledged scholarly writing format in criminal justice such as the American Psychological Association style, the Harvard Reference system, and the Chicago Manual of Style.

CRJ 5710. Criminological Theory (3 hours)
This course will explore individual and societal theories of crime causation and remediation. The functional and expressive utility of punishment as well as individual correctional treatment strategies will be examined through a variety of criminological theories. The course will cover early and contemporary criminological theories. The policy relevance of criminological theories to crime control will be presented and evaluated.

CRJ 5810. Victimology and Criminal Justice (3 hours)
Victimology is the study of personal and public issues associated with victims of crimes. This course will address the extent, nature and theories of victimization. Effects of crime on victims, services available to neutralize effects, experiences of victims in the criminal justice system, the victims rights movement, and alternative ways of defining and responding to victimization also will be examined.

CRJ 5830. Image Management and Media Relations for Criminal Justice and Public Service Agencies (3 hours)
The mass media can be both an asset and a threat to the standing of criminal justice and other public service agencies. In this course the organization of the American mass information media, their history of involvement in criminal justice and public policy issues and themes, their influence on crime and social issues, and their legitimate interests in criminal justice and public policy activities and policies will be revealed. The techniques criminal justice and public service agencies can employ to keep or enhance a better public image via the mass media will be examined, as will the ways in which media outlets and criminal justice and public service agencies can cooperate in the public interest.

CRJ 5850. Results-Driven Management in Criminal Justice (3 hours)
This course is designed to call attention to six common benefits associated with reinventing government organizations in order to enhance effectiveness and efficiency: (1) moving beyond bureaucratic system maintenance constraints; (2) better alignment of results-oriented goals with daily operations; (3) collaboration across organizational boundaries; (4) opportunities to use performance information to improve policies, practices, and programs; (5) results-oriented basis for individual accountability and staff performance evaluations; and (6) continuity of program goals during leadership transitions that are politically driven and a fact of life in government operations. This course will focus primarily on the analysis and application of results-driven management practices in local, state, and federal criminal justice organizations; however, the substantive course content is generalizable to the full spectrum of government organizations charged with delivering publicly valued services.

CRJ 5860. Use of Force Policy in Criminal Justice (3 hours)
This course will address a continuing concern in criminal justice. Subject control events such as Waco, Rodney King, and Ruby Ridge have been the subject of controversy. The riot at Attica Prison resulted in civil suits that took thirty years to settle. Use of force is the underlying concern with racial profiling and police misconduct. Criminal Justice professionals need to know how to design proactive policies that are agency-specific.

CRJ 5870. Criminal Justice Policy (3 hours)
This course focuses on the analysis of American and International criminal justice policies. Policy analysis is conducted through the lens of major sociological and criminological theories (e.g. deterrence theory, social disorganization theory, Marxist theory, routine activities theory, rationale choice theory, social learning theory, and others). The theoretical foundations of the theories presented will be related to policy initiatives of elected officials and senior policy makers. In addition to providing a theoretical analysis of criminal justice policy, this course will present empirical research findings on the efficacy of various policies and the theories which underpin them. Credit, 3 semester hours.

CRJ 5880. Police Effectiveness (3 hours)
The course reviews the development and function of policing in contemporary American society and examines the traditional and alternative criteria by which the effectiveness of police strategies can be assessed by critically reviewing empirical studies of police effectiveness. The course will also examine the political and professional nature of policing in America.

CRJ 5890. Philosophy of Corrections(3 hours)
This course reviews the history and philosophy of corrections from a comparative perspective; specific attention will be given to the history punishment and justice in America as well as other major industrialized nations of the world. Students will examine corrections from an evidence-based perspective and explore the relationship between empirical research and theory to correctional practices (e.g., the impact of prisons on crime, the effectiveness of community "control" programs, and the effectiveness of rehabilitation interventions). Finally, students will learn about how correctional policy is shaped by prevailing social and political forces as much as by "data" and "crime rates."

EMERGENCY MANAGEMENT (EMG)

EMG 5150. Introduction to Emergency Management (3 hours)
This course will introduce students to the fundamental elements of emergency management: its evolution, the history and growth of emergency management, and the contemporary practice of strategic emergency management. The multidisciplinary origins of emergency management will be explored along with its evolving status as a profession. The significance of emergency management to modern government will be addressed. The course will present the development of integrative concepts and phases in emergency management: preparedness, response, recovery, and mitigation. The concept of comprehensive emergency management will be examined along with its multi-sector institutional base. Cases scenarios, and similar techniques will be employed throughout the course.

EMG 5160. Sustainability and Hazard Resilience (3 hours)
This course will address the issues, strategies, and techniques related to sustainable disaster planning and hazard mitigation. Of special interest will be the linkages between planning, mitigation, and the building of hazard resilient communities. Federal policy initiatives, local initiatives, and the planning tools and techniques in relation to these will be explored.

EMG 5170. Crisis Leadership and Sustainability (3 hours)
The course explores the concept of crisis, crisis leadership, and the political and administrative challenges to those with leadership roles and responsibilities in crisis environments and situations. Special emphasis is given to the need to create conditions of political, social, economic, and cultural sustainability in crisis environments and situations. Crisis is presented through a series of cases and research results. Leadership actions and behaviors are learned and reinforced by guided participation in research projects, scenario construction, realistic exercises and other applications.

EMG 5180. Social Equity in Emergency Management (3 hours)
The importance of social and cultural factors has long been embraced in the field of public management. It is a fact that attention to special needs, regional, and cultural differences will improve both the equity and efficiency of operations in emergency management. This course focuses on the role of social, cultural, and physical differences among the many populations in the United States in emergency response and individual resilience.

EMG 5190. Technological Applications in Emergency Management (3 hours)
This course will explore the emerging role of technology in effective emergency management. Specific applications and usages of modern technology, with an emphasis on information technology, will be addressed. Various software packages applicable to emergency management for modeling the effects of a disaster will be addressed. Among the topics covered: modeling the effects of disaster, risk analysis, the practical applications of Geographic Information Systems (GIS), and the uses of information technology in the four phases (preparedness, response, recovery, mitigation) of emergency management.

EMG 5620. Professional Paper (CRJ 5620, HAD 5620, PAD 5620) (3 hours)
A directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

EMG 5750. Capstone in Emergency Management (3 hours)
This course serves to coalesce the knowledge and tools acquired in the EM concentration by assigning teams of students actual projects in Emergency Management. Faculty will guide students through projects applying state of the art knowledge, tools, and technology aimed at solving real problems at the local, state, regional, and national level.

EMG 5800. Disaster Recovery and Sustainability (3 hours)
This course deals with the complex political, social, and administrative process of disaster recovery. The emergent concept of sustainable recovery will be explored in the context of the other components of emergency management, federal and state recovery assistance processes, pre-event recovery planning, and other forms of community planning, long-term restoration planning, and hazard mitigation planning. The course will employ a variety of instructional approaches using existing cases, scenarios, and recovery exercises.

EMGS 5900. Special Topics in Emergency Management (3 hours)
This is a variable content course in emergency management in which students will have an opportunity to pursue issues and advanced study of topics that are not a part of the regular curriculum. Special topics courses will be of variable credit hours (1-3) and students may take up to three hours of special topics credit.

HEALTH ADMINISTRATION (HAD)

HAD 5620. Professional Paper (PAD 5620, CRJ 5620, EMG 5620) (3 hours)
A directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

HAD 5710. Health Administration and Organization (3 hours)
A focus on how health care is delivered and the challenges facing health care administrators from the internal and external environment.

HAD 5720. Health Policy (3 hours)
The focus is on trends in health care delivery with emphasis on health care cost containment, access to health care, and recent efforts to invoke broad based systemic reforms to the U.S. Health Care System.

HAD 5730. Legal and Ethical Issues in Health Care (3 hours)
The focus is on the health delivery entity as a corporation, its relationship with physicians and other health deliverers and patients, and professional liability.

HAD 5740. Health Economics (3 hours)
The application of health care to economic theory, private and government insurance, cost containment theories and analysis.

HAD 5750. Comparative Health Care Systems (3 hours)
In an increasingly globalized society, a clear understanding of international health care systems is a fundamental step toward improving the quality of health care systems, both in the United States and abroad. This course will examine 17 countries using a health care rubric of workforce, technology, cost, quality, and access. Prerequisite: full admission status in the MPA program

MASTER OF SCHOOL ADMINISTRATION

Director: Larry Mabe

Program Description

The thirty-nine (39) semester hour Master of School Administration is designed to prepare administrative leaders for the system of elementary, middle, and high schools. The Master of School Administration leads to licensure in school administration.

The conceptual framework of this program is built around the NC Standards for School Executives, which provide the program structure and purpose. The seven standards are as follows:

Standard 1: Strategic Leadership

School executives will create conditions that result In strategically re-imagining the school's vision, mission and goals in the 21st century.

Standard 2: Instructional Leadership

School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no-nonsense accountable environment.

Standard 3: Cultural Leadership

School executives will understand and act on the understanding of the important role a school's culture contributes to the exemplary performance of the school.

Standard 4: Human Resource Leadership

School executives will ensure that the school is a professional learning community.

Standard 5: Managerial Leadership

School executives will ensure that the school has processes and systems In place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building.

Standard 6: External Development Leadership

A school executive will design structures and processes that result in community engagement, support, and ownership.

Standard 7: Micropolitical Leadership

The school executive will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and Influence to realize the school's vision for success.

Program-Specific Admission Requirement:

A minimum of 3 full years of teaching experience is required for admission.

Requirements for a Master of School Administration	**Sem. Hrs.**
Required Courses	33
EDN 5660 Applied Educational Research[1]	
EDNL 5030 Engaging our Families, Schools, and Communities	
EDNL 5710 Analyzing Educational Issues	
EDNL 5720 Ethical and Societal Aspects of Educational Leadership	
EDNL 5730 School Based Management	
EDNL 5800 Supervision and Instructional Leadership	
EDNL 5850 Curriculum Leadership	
EDNL 5860 Legal Aspects of Educational Leadership	
EDNL 5880 Leading School Improvement and Organizational Change	
EDNL 5900 Internship and Seminar in Administration I	
EDNL 5950 Internship and Seminar in Administration II	

Guided Electives 6

Each student must complete two (2) three-semester-hour Guided Electives from the list below that will be beneficial in expanding her or his understanding of the Pre-K–12 educational program.

CNS 5100 Groups in Counseling
CNS 5050 Counseling Skills and Techniques
CNS 5060 Crisis Intervention
CNS 5800 Multicultural and Social Justice Counseling
EDN 5120 Advanced Study of Exceptionality in Children
EDN 5500 Applied Educational Psychology
EDN 5650 Applied Philosophy of Education
SOC 5020 American Pluralism-Race and Ethnicity in American Life
SPE 5230 Spoken Communication
SWK 5710 Grant Writing

Program Total: 39

Requirements for an Add-On School Administration License

The School Administration Add-on Licensure Program is designed to prepare a select group of experienced educators for positions of administrative leadership in P-12 settings. Individuals holding a Master's Degree from a regionally accredited institution who have completed 3 years of teaching or other professional education experience or are employed by an LEA as an assistant principal may apply to the School Administration program for consideration for an add-on license in School Administration. The licensure-only protocol for this program reflects the standards for the school administration program, and an appropriate required program of study will be detailed in the successful applicant's letter of admission. Every student will be required to complete a supervised internship. In addition to completing any requirements prescribed by UNCP for the school administration license, an individual must also satisfy testing requirements for the license.

COURSES

EDNL 5030 Engaging our Families, Schools, and Communities

This course will combine the latest research in partnership building with practical approaches for identifying and structuring community support. Throughout the semester, the candidate will spend considerable time developing strategies for improved community support of schools. Course projects and assignments will be field-based, collaborative, and reflective best practices in constructivist teaching and learning. Credit: 3 semester hours.

EDNL 5710 Analyzing Educational Issues

This course provides students with opportunities to critically analyze current educational issues from a variety of perspectives and disciplines including education, history, philosophy, anthropology, sociology, law, and political science. Credit: 3 semester hours.

EDNL 5720 Ethical and Societal Aspects of Educational Leadership

This course examines educational leadership through an analysis of the relationship of personal values and the core values of society to education. There is emphasis on understanding of and sensitivity to the societal dimension of educational decision making. Credit: 3 semester hours.

EDNL 5730 School Based Management

The candidate will develop effective management strategies for school operations, understand management complexities that impact decisions related to the use of instructional time, evaluating instruction, fiscal responsibility, and resource management, internal and external communication, and public school law mandates. Credit: 3 semester hours

EDNL 5800 Supervision and Instructional Leadership
In this course, candidates focus on developing an understanding of the essential elements of developmental supervision, quality instruction, and effective learning. Particular attention is focused on knowledge and application of effective leadership models and styles for implementing quality instruction. Candidates develop supervisory skills they can use to strengthen the instructional program in schools by facilitating and supporting the professional development of teachers in order to improve student learning. Credit: 3 semester hours. PREREQ: Completion of 15 hours of graduate work.

EDNL 5850 Curriculum Leadership
In this course, candidates focus on the implementation of curriculum and the leadership skills necessary to accomplish this effort. Students will develop strategies for implementing new curriculum. Opportunities to apply "best practices" to improve curriculum, instruction, and assessment in classrooms and schools will be explored. Credit: 3 semester hours.

EDNL 5860 Legal Aspects of Educational Leadership
Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education at all levels. Includes research and analysis of laws dealing with pertinent educational topics. Credit: 3 semester hours.

EDNL 5880 Leading School Improvement and Organizational Change
This course introduces the candidate to the school improvement process with attention to implementing change in the operations, policies, and governance of the school. The candidates will apply their understanding of key concepts that pertain to stakeholder involvement, teacher empowerment, and strategic planning for increased student achievement. Credit: 3 semester hours.

EDNL 5900 and 5950 Internship and Seminar in Administration I and II
These two courses are composed of a two-semester internship in a public school setting in order to give the candidates the opportunity to apply, practice and refine the knowledge and skills acquired from course work. During this experience the candidates will play an active role in identifying and solving a school-related problem and will also engage in the assigned duties of administering the school. The candidate will be required to develop an administrative internship portfolio in accordance with the specifications provided. The candidate's internship participation will be supervised jointly by school-based administrators and university personnel and will include a reflective evaluation and an oral comprehensive exam. Credit: 3 semester hours each. PREREQ: Completion of 15 hours of graduate work, EDNL 5800, and permission of program director.

EDNL 5960 and 5970 Internship and Seminar in Supervision I and II
These two courses are composed of a two-semester internship in a public school district central office setting in order to give the candidates the opportunity to apply, practice, and refine the knowledge, skill, dispositions, and performance indicators acquired from course work. During this experience, the candidate will play an active role in identifying and solving central office-related problems and will also engage in the assigned duties of the central office. The candidate will be required to develop an administrative internship portfolio in accordance with the specifications provided. The candidate's internship participation will be supervised jointly by both central office administrators and university personnel and will include a reflective evaluation and an oral comprehensive exam. Credit: 4 semester hours each. PREREQ: Completion of 15 hours of graduate work and permission of program director.

MASTER OF SCIENCE IN NURSING

Interim Director: Barbara B. Synowiez

Department of Nursing Mission and Purposes

The Department of Nursing is dedicated to carrying out the mission of the College of Arts and Sciences and the University of North Carolina at Pembroke (UNCP). As an integral academic unit of the University, the Department of Nursing is committed to the tripartite roles of teaching, research, and community service that contribute to the cultural, intellectual, and social development of professional nurses in North Carolina and the nation. Students are provided the opportunity to obtain a multicultural education that is grounded in the arts, sciences and humanities; that is congruent with standards for professional nursing practice; and that prepares them for lifelong learning, professional development, and service to others.

The primary purposes of the UNCP Department of Nursing program are to

1. Provide accessible, seamless, high quality undergraduate and graduate nursing education to diverse student populations to shape nursing graduates who are leaders in professional nursing practice.
2. Prepare graduates to provide high quality, cost-effective professional nursing services, to improve health outcomes across the life span, for individuals, families, groups, and communities.

The Department of Nursing is committed to the recruitment of a diverse, achievement-oriented, and socially responsible student body that will enrich the intellectual, cultural and social community of the University and the community at large. The graduate program in nursing aims to prepare graduates to take on leadership or educator roles and be qualified to face the challenges of the future in nursing to improve the quality of client care and client outcomes. The master's level program in nursing provides students with an opportunity to build expertise in a specialized area of practice while enhancing their skills in theory and research for use in professional practice.

MSN Program Outcomes

The Master of Science in Nursing program prepares graduates to

1. Synthesize evidence-based knowledge, theories and principles from nursing, the arts and humanities, biopsychosocial and applied sciences which support advanced nursing practice and role development.
2. Assume a leadership role in coordinating, managing, and improving health services for culturally diverse populations by using knowledge of political, economic, organizational, and regulatory systems.
3. Direct organizational and systems leadership initiatives for the improvement of health outcomes and safety for diverse individuals, families, groups, populations, and communities across the continuum of care.
4. Collaborate with interprofessional healthcare providers and consumers in designing, implementing, and evaluating health services for the attainment of shared health care goals that focus on clinical prevention and population health.
5. Integrate information technology for evidence-based care management, education, collaboration, and decision-making to improve health outcomes.
6. Demonstrate beginning competence in applying research principles to clinical practice that will impact advanced nursing practice and education as well as health programs and services.
7. Assume accountability for ethical values, principles, and personal beliefs that acknowledge human diversity and influence professional practice decisions and nursing interventions.
8. Adhere to ethical, legal, and regulatory mandates and professional standards for advanced nursing practice.

The Department of Nursing holds membership in the American Association of Colleges of Nursing (AACN). The Department of Nursing is accredited by the Commission on Collegiate

Nursing Education (CCNE), One DuPont Circle, NW, Suite 530, Washington, DC 20036-1120; 202/887-6791.

Program Description

The UNCP Department of Nursing is dedicated to providing students the opportunity for seamless transition to graduate studies. There are two entry pathways into the graduate program with both full- time and part-time study options available for students. The direct entry Master of Science pathway is for registered nurses with a baccalaureate degree in nursing. The degree requires 39 semester hours of graduate-level coursework, including 15 semester hours in Nursing Core coursework and 24 semester hours in Specialty Concentration coursework.

The second entry pathway is the RN-MSN program. This program provides educational mobility for registered nurses, with an Associate Degree in Nursing (ADN) or Diploma in Nursing, seeking a Master of Science in Nursing. The RN-MSN program provides the opportunity to earn both the Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN) degree. Combined credit toward the BSN and MSN degrees is earned. Two courses (six semester hours) in the Master of Science in Nursing program may be substituted for two courses in the RN-BSN program, allowing students to graduate with a BSN degree and complete the MSN degree in 33 additional semester hours of graduate-level coursework. The RN-BSN and MSN can be completed separately for those not wishing to apply to the RN-MSN program.

Both pathways are offered in a hybrid format which blends online instruction with face-to-face class meetings and direct faculty/student interaction. Through a blend of face-to-face and online classes as well as practicum experiences, the graduate program offers three areas of specialty concentration: Nurse Educator, Clinical Nurse Leader, and Rural Case Manager.

Nurse Educator—This concentration is designed to prepare practicing nurses to assume roles as educators in baccalaureate and associate degree nursing programs, staff development programs, continuing education programs, and community health education programs. After a minimum of two years of full-time employment in an academic faculty role, graduates are eligible to take the NLN nurse educator certification examination. Course requirements for Master of Science in Nursing with a nurse educator specialization:

NUR 5000	Advanced Nursing Concepts in Theory and Practice	3
NUR 5010	Research Methods for Evidence-Based Practice	3
NUR 5020	Advanced Pathophysiology	3
NUR 5300	Educating Diverse Populations	3
NUR 5040	Advanced Health Assessment and Clinical Decision Making	3
NUR 5310	Curriculum Theory and Design in Nursing Education	3
NUR 5030	Advanced Concepts of Pharmacology in Nursing	3
NUR 5320	Classroom Teaching and Integration of Technology	3
NUR 5330	Clinical Teaching Strategies for Nurse Educators	3
NUR 5340	Measurement and Evaluation in Nursing Education	3
NUR 5350	Nurse Educator Capstone Practicum	6
NUR 5360	Master's Nurse Educator Research or Action Project	3
	Total Semester Hours	39

Clinical Nurse Leader® (CNL)—This concentration prepares nurse leaders who will be accountable for clinical and health care environmental outcomes. This role was developed in 2004 by the American Association of Colleges of Nursing (AACN) as a national initiative to address fragmentation in health care delivery and improvement of patient outcomes. The clinical nurse leader concentration focuses on the assessment, design, implementation, coordination and evaluation of health promotion, risk reduction, disease prevention and illness management services for individuals, families, groups, and communities. Graduates of the program will be able to practice with a high level of clinical competence at the point of care and serve as clinical leaders across all clinical settings in order to meet the demands of a complex health care delivery system. In addition, graduates are

eligible to take the CNL certification examination, with the appropriate clinical experience, offered by American Association of Colleges of Nursing (AACN). Course requirements for Master of Science in Nursing with clinical nurse leader specialization:

NUR 5000	Advanced Nursing Concepts in Theory and Practice	3
NUR 5010	Research Methods for Evidence-Based Practice	3
NUR 5020	Advanced Pathophysiology	3
NUR 5200	Issues in Community Health for Rural Populations	2
NUR 5040	Advanced Health Assessment and Clinical Decision Making	3
NUR 5110	Policy, Organization, and Financing of Health Care	3
NUR 5030	Advanced Concepts of Pharmacology in Nursing	3
NUR 5210	Leadership in Clinical Microsystems	4
NUR 5220	Care Environment and Clinical Outcomes Management	3
NUR 5140	Epidemiology and Global Health	3
NUR 5230	Clinical Nurse Leader Capstone Practicum	6
NUR 5240	Master's Clinical Nurse Leader Research or Action Project	3
	Total Semester Hours	39

Rural Case Manager—This concentration prepares nurses to coordinate and implement case management services at the system and community levels to promote quality cost-effective health outcomes for rural populations. Graduates of the program are able to hold leadership and case manager positions across all health care settings and specialties and with the appropriate clinical experience are eligible to take case management certification examination. Course requirements for Master of Science in Nursing with rural case manager specialization:

NUR 5000	Advanced Nursing Concepts in Theory and Practice	3
NUR 5010	Research Methods for Evidence-Based Practice	3
NUR 5020	Advanced Pathophysiology	3
NUR 5100	Rural Health Care: Theoretical Foundations	2
NUR 5040	Advanced Health Assessment and Clinical Decision Making	3
NUR 5110	Policy, Organization, and Financing of Health Care	3
NUR 5030	Advanced Concepts of Pharmacology in Nursing	3
NUR 5120	Human Relations Management	3
NUR 5130	Nursing Case Management Process	4
NUR 5140	Epidemiology and Global Health	3
NUR 5150	Case Management Capstone Practicum	6
NUR 5160	Master's Rural Case Manager Research or Action Project	3
	Total Semester Hours	39

Program-Specific Admissions Standards

Master of Science in Nursing Program (MSN)

Admission Criteria for MSN:

Application for admission to the MSN program will be made through the School of Graduate Studies. Applications should be completed by May 15 for fall consideration and November 1 for spring consideration. Admission decisions will be made no later than June 15 for fall and December 1 for spring. Only applications with all necessary materials will be considered. The Department of Nursing Master's Admissions Committee will review all applications and make a final recommendation regarding admission. Each applicant will be notified in writing regarding the admission decision. To enroll students with the greatest potential for successfully completing the program, the Department of Nursing will consider the following criteria for full acceptance, in addition to the general requirements for admission to the School of Graduate Studies:

- Baccalaureate degree in nursing (BSN) from an accredited NLN or CCNE School of Nursing.

- Current, valid North Carolina nursing license or a license with multistate practice privileges by authority of the Nurse Licensure Compact.
- Cumulative undergraduate GPA of 3.0 or greater (on a 4.0 scale).
- One year of practice as a registered nurse is recommended.
- Completed application and official transcripts of all postsecondary coursework must be sent directly from each institution to The School of Graduate Studies.
- Graduates from BSN programs of greater than 5 years must demonstrate competency in basic health assessment, nursing research, pathophysiology, and pharmacology through an approved Department of Nursing pathway.
- Competitive scores on the Graduate Record Exam (GRE) or Miller Analogies 1 Test (MAT) with 2 scores not older than 5 years. The GRE or MAT requirement is waived if an applicant's 3 cumulative undergraduate GPA is 3.5 or higher.
- A statement of purpose describing the applicant's experience and objective in undertaking graduate study in the chosen specialty.
- Current resume or curriculum vitae.
- Three letters of recommendation from instructors, supervisors or professional colleagues, two of which must come from individuals with a minimum of a master's degree in nursing, who are qualified to evaluate your professional nursing experience, academic competence and potential to undertake a master's degree program.
- Graduates from BSN programs of greater than 5 years must demonstrate competency in basic health assessment, pathophysiology, and pharmacology through an approved Department of Nursing pathway.

Enrollment Requirements for MSN:

If offered admission, student must provide the following before starting the program:

- Copy of physical health examination and immunizations as required by the University and Department of Nursing
- Copy of current BCLS certification by the American Heart Association
- Copy of professional liability insurance – all students must present evidence of coverage 18 annually in the amounts of $1 million/$6 million
- Copy of personal health insurance coverage
- Results of a Criminal History Database Check and Drug Screen clearance as specified by the Department of Nursing

RN-MSN Program

Admission Criteria for RN-MSN:

Students interested in the RN-MSN program must successfully complete the required undergraduate pre-requisite coursework, 25 semester hours of RN-BSN upper-division coursework, and meet admission requirements of the UNCP School of Graduate Studies as well as the Department of Nursing to continue seamlessly into the MSN program. Students must be in the last semester of required RN-BSN upper-division coursework before they are eligible to apply to the School of Graduate Studies to be considered for full admission to the MSN program. Applications should be completed by May 15 for fall consideration and November 1 for spring consideration. Admission decisions will be made no later than June 15 for fall and December 1 for spring. Only applications with all necessary materials will be considered. The Department of Nursing Master's Admissions Committee will review all applications and make a final recommendation regarding admission. Each applicant will be notified in writing regarding the admission decision. To enroll students with the greatest potential for successfully completing the program, the Department of Nursing will consider the following criteria for full acceptance, in addition to the general requirements for admission to the School of Graduate Studies:

- Earned associate degree or diploma in nursing from an approved nursing program
- Possess an unencumbered RN license to practice as registered nurse in North Carolina

- One year of practice as a registered nurse is recommended.
- Meet minimum requirements as specified in the current undergraduate catalog
- Have a minimum cumulative grade point average of 3.0 on a 4.0 scale in undergraduate study
- Complete required 25 semester hours of RN-BSN coursework before or during semester of application to MSN program through the School of Graduate Studies
- Complete required undergraduate prerequisite general education and RN-BSN coursework with a grade of C or higher
- In semester prior to anticipated enrollment in the MSN program, students will submit an application packet to the UNCP School of Graduate Studies that includes the following:
  - Competitive scores on the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) with scores not older than 5-years. The GRE or MAT is waived if an applicant's cumulative undergraduate GPA is 3.5 or higher.
  - Three letters of recommendation from instructors, supervisors or professional colleagues, two of which must come from individuals with a minimum of a master's degree in nursing, who are qualified to evaluate your professional nursing experience, academic competence and potential to undertake a master's degree program.
  - Copy of resume or curriculum vitae
  - Statement of purpose describing applicant's experience and objective in undertaking graduate study in chosen specialty
  - Official transcripts of all postsecondary coursework
  - Be available for an interview if requested; might be a phone interview with admissions committee.
- Graduates from basic nursing education programs of greater than 5 years must demonstrate competency in pharmacology through an approved Department of Nursing pathway.

Admission to the RN-MSN Pathway does not guarantee admission to a specific MSN area of specialization.

Pre-requisite Course Requirements:

Prior to admission to the RN-MSN program, all but nine (9) of the following pre-requisite academic courses must be completed. The pre-requisite coursework may be taken at UNCP or other accredited college or university. Academic credits from other accredited institutions may be accepted by UNCP if a grade of C or higher is earned. There is no time limit for acceptance of general education academic credits. Advanced placement and the College-Level Examination Program (CLEP) are other avenues to meet these requirements.

English Composition—ENG 1060 or equivalent	3 credits
Arts/Humanities (Fine Art, Literature, History, Logic)	12 credits
Social Sciences (Economics, Geography, Political Science, Psychology, or Sociology)	9 credits
Biological Sciences (Anatomy and Physiology I and II, Microbiology)	12 credits
Natural Sciences/Math (CHM 1400, 1410, 1120, 1130, MAT 1070 or higher)	11 credits
Statistics (Math, Psychology, Sociology, Social Work, or Criminal Justice)	3 credits
Physical Education	1 credit
NUR 2000	1 credit
Electives	8 credits

RN-BSN/MSN Course Requirements Prior to Enrolling in MSN Program:

RN-MSN students complete 25 semester hours of upper-division nursing coursework that reflect the baccalaureate nursing program outcomes and prepare students for achieving success in graduate study. RN-MSN students will earn 30 semester hours of validation credit for previous nursing education upon successful completion of the required upper-division courses.

NUR 3000. Transition to Professional Nursing — This course focuses on the role of the professional nurse, an overview of the delivery of professional nursing practice and role transition.

NUR 3200. Health Assessment across the Lifespan—This course prepares students to conduct 34 comprehensive health assessments.

NUR 3250. Pathophysiology across the Lifespan—This course prepares the student to systematically approach complex clinical situations.

NUR 3300. Gerontological Nursing—This course examines the process of aging.

NUR 4000. Nursing Research and Theory—This course provides students with an overview of the role of theory and research in the development of nursing as a profession.

NUR 4350. Community Health Nursing—This course focuses on care of the culturally diverse populations and aggregates within the community.

NUR 4120. Leadership in Nursing—The course focuses on the professional nurse's role as a leader in the profession and health care delivery.

All requirements for the baccalaureate degree must be met before the BSN is awarded. Students may opt to "stop-out" of the RN-MSN program after meeting all requirements for the baccalaureate degree in nursing.

Requirements for a Master of Science in Nursing	**Sem. Hrs.**
Professional Core Courses	15
NUR 5000, 5010, 5020, 5030, 5040	
Advanced Practice Area Courses	24
Nurse Educator Concentration: NUR 5300, 5310, 5320, 5330, 5340, 5350, 5360	
Clinical Nurse Leader® Concentration: NUR 5110, 5140, 5200, 5210, 5220, 5230, 5240	
Rural Case Manager Concentration: NUR 5100, 5110, 5120, 5130, 5140, 5150, 5160	
	Program Total: 39

COURSES

The curriculum consists of two components: the professional core and the advanced nursing practice courses. The professional core courses (NUR 5000, NUR 5010, NUR 5020, NUR 5030, and NUR 5040) are required of all MSN students. The advanced practice area courses focus on the student's area of specialization and role preparation. The following list includes a description of all courses for the MSN program.

MSN CORE COURSES

NUR 5000. Advanced Nursing Concepts in Theory and Practice (3-3-0)

The course prepares students to critique, evaluate, and utilize theory in advanced practice nursing. Students will analyze and evaluate selected contemporary theories and frameworks from nursing and related disciplines to develop a comprehensive, ethical, and holistic approach to client care within their nursing practice. Emphasis will be on the integration of nursing middle---range and practice theories, theories related to cultural aspects of care, population focused theories, and change theories into advanced nursing practice. Prerequisite(s): Admission to School of Graduate Studies and Nursing Graduate Program

NUR 5010. Research Methods for Evidence-Based Practice (3-3-0)

This course focuses on the development of skills needed to analyze, critique, and conduct nursing research for scientific and clinical merit to promote evidence-based nursing practice. Students will build

on their knowledge of the research process and conduct an in-depth analysis of research methods as a framework for studying clinical issues. Emphasis will be on the use of descriptive and inferential statistics, qualitative and quantitative research methods, and application and utilization of research related to advanced nursing practice. Co-requisite(s): NUR 5000

NUR 5020. Advanced Pathophysiology (3-3-0)

This course focuses on pathophysiological processes across the lifespan and the development of clinical reasoning skills that distinguish the relationships between normal and altered physiological functioning of body systems. Particular attention will be given to etiology, pathogenesis, developmental and environmental influences, and clinical manifestations of major health problems. Changes associated with individuals of different ethnic/racial origins, gender and which occur across the lifespan will be examined. Relevant evidence-based research findings related to pathophysiologic changes will be included.

NUR 5030. Advanced Concepts of Pharmacology in Nursing (3-3-0)

This course builds on a foundation of basic pharmacology to provide students with advanced theoretical and empirical knowledge of pharmacokinetics, pharmacodynamics, and pharmacotherpaeutics of drug groups. Students will apply advanced knowledge in pharmacology to support clinical decision-making for the therapeutic management of clients across the lifespan. Prerequisite(s): NUR 5020

NUR 5040. Advanced Health Assessment and Clinical Decision Making (3-2-1)

This course focuses on the development of advanced practice nursing skills related to health assessment and clinical decision-making. Health assessment focuses on interviewing to acquire a comprehensive health history and refinement of physical examination skills of populations across the lifespan. Clinical decision-making focuses on the diagnostic process, prevention and early detection of risk factors, abnormal assessments and related pathology, developing differential nursing diagnoses, and developing individualized plans of care. Students will have an opportunity to enhance and refine their critical thinking, diagnostic reasoning, documentation, and communication skills in the laboratory component of the course. Prerequisite(s): NUR 5020

NURSE EDUCATOR CONCENTRATION

NUR 5300. Educating Diverse Populations (3-3-0)

This course provides students with the opportunity to understand the ever-changing demographics of society and how these changes influence health care delivery systems and approaches to education. Concepts of design and adaptation of instructional materials and methods will be explored as well as the impact of educator and learner characteristics on the education process. Prerequisite(s): NUR 5000, 5010

NUR 5310. Curriculum Theory and Design in Nursing Education (3-3-0)

This course focuses on curriculum design in nursing education. Theories of education and cognitive development, as a foundation for program development, will be presented. Students will participate in the curriculum-design process using mission and philosophy statements as the basis of curriculum development. The evaluation process and its impact on curriculum development, implementation and outcomes will be considered.

NUR 5320. Classroom Teaching and Integration of Technology (3-2-1)

This course focuses on the development and analysis of classroom teaching and learning strategies in nursing education. Adult learning principles of teaching and learning will be incorporated into the innovative strategies developed within this course. Integration of new technology in instructional design and delivery will be highlighted. Students will produce media-rich, interactive programs for use in nursing education or continuing education programs. Prerequisite(s): NUR 5000, 5010, 5300, 5310

NUR 5330. Clinical Teaching Strategies for Nurse Educators (3-2-1)

Much of the basic education for nurses and for students in other health professions occurs in clinical

settings. These settings require teaching methodologies quite different from the classroom setting. This course focuses on clinical instruction and the development of clinical judgment in the health professions. Emphasis will be given to clinical education in undergraduate programs. Prerequisite(s): NUR 5000, 5010, 5020, 5030, 5040, 5300, 5310

NUR 5340. Measurement and Evaluation in Nursing Education (3-3-0)
This course provides students the opportunity to learn evaluation concepts, including testing and measurement in nursing education at the didactic, clinical and programmatic levels. Content includes strategies to assess and evaluate learning in the cognitive, psychomotor and affective domains. Quality improvements, as well as legal and ethical considerations are explored. Key concepts include classical test theory; criterion and norm referenced theory and technique; reliability, validity, and the associated descriptive statistics; preparation of instrumental objectives for use in developing classroom tests and clinical nursing performance evaluations.

NUR 5350. Nurse Educator Capstone Practicum (6-2-4)
This course is a concentrated opportunity to function in an advanced nursing role as a nurse educator, integrating clinical and functional role activities within a chose setting. Emphasis includes educator nursing practice, functional role responsibilities, and activities with emphasis on their relationship to client outcomes. Prerequisite(s): Completion of all coursework related to the major with the exception of NUR 5360

NUR 5360. Master's Nurse Educator Research or Action Project (3-1-2)
This course provides the opportunity for students to develop and implement a research or action project reflecting analysis, synthesis, and integration of their learning for advanced practice as a nurse educator. Students will participate in a seminar as part of the nurse educator project. This course will be taken during the final semester of study. Prerequisite(s): Completion of all coursework related to the major with the exception of 5350

CLINICAL NURSE LEADER® CONCENTRATION

NUR 5200. Issues in Community Health for Rural Populations (2-2-0)
Students will examine selected issues that affect community health care for rural populations for nursing roles in case management or as a clinical nurse leader. The organization and financing of health care for rural populations will receive considerable attention. The nurse case manager or clinical nurse leader student will gain understanding of the development of health care policy and the ethical, political, economic, sociocultural, and technological forces influencing the delivery of care. Prerequisite(s): NUR 5000, 5010

NUR 5110. Policy, Organization, and Financing of Health Care (3-3-0)
This course provides an overview of health care policy, organization, and financing with emphasis on current health care trends. The focus is to educate the nurse case manager or clinical nurse leader to collaborate with members of the health care community in the planning and provision of quality, cost---effective care. Emphasis is placed on the development of a leadership role in managing human, fiscal, and physical health care resources in order to improve client outcomes and eliminate health disparities. Core concepts include basic policy development and policy analysis, health care finance systems, government structure related to health care, primary health care, core public health functions, and patient safety and quality.

NUR 5210. Leadership in Clinical Microsystems (4-3-1).
The focus of this course is on assessment of clinical microsystems in healthcare settings to identify needed changes in the clinical trajectory for patients within the system. Development of the role of the CNL student as a patient care coordinator and educator for interprofessional team is the aim of this course. Improving patient safety, quality outcomes, and planning for implementation of innovations in care based on evidence-based practice will be discussed. Prerequisite(s): NUR 5000, 5010, 5110, 5200

NUR 5220. Care Environment and Clinical Outcomes Management (3-3-0)

Building on baccalaureate level nursing skills and foundational pathophysiology, pharmacology, and health assessment, the focus of this course is on integrative care approaches that improve health through graduate-level nursing and collaborative planning to design systems that promote positive health outcomes. Health promotion, disease reduction, and/or prevention as health-oriented strategies will be applied to patient care. Students will develop an outcome-focused model that relates to a graduate-level clinical practice area and that will inform the terminal project and residency.

NUR 5140. Epidemiology and Global Health (3-3-0)

This course focuses on the distribution of determinants of health---related states of conditions in specified populations and the application of this study to control health problems. Students will be presented with epidemiologic models and methods in order to assess the health of individuals and populations and to assess the health of individuals and populations to prevent or control health conditions, diseases, and injuries. Emphasis is on a local to global perspective and on application methods to improve healthcare delivery and health policy. Prerequisite(s): NUR 5000 and NUR 5100

NUR 5230. Clinical Nurse Leader Capstone Practicum (6-2-4)

The residency is the culminating application of the role of the CNL. Under faculty supervision, students will design a collaborative residency with clinical preceptors focusing on refinement of nursing leadership skills and management of clinical outcomes in the care environment. The complexities of clinical nursing leadership in interdisciplinary clinical applications will be discussed in weekly meetings. Students will apply evidenced-based practice including risk management, interdisciplinary collaboration for the promotion of patient outcomes and the integration of informatics to advance decision-making. Advocacy, health care resource, and organizational issues will be intentionally evaluated. Students will develop a written analysis of personal leadership skill development and reflection of the impact of CNL change within the care environment. Prerequisite(s): Completion of all coursework related to the major with the exception of NUR 5240

NUR 5240. Master's Clinical Nurse Leader Research or Action Project (3-1-2)

This course provides the opportunity for students to develop and implement a research or action project reflecting analysis, synthesis and integration of their learning for advanced practice as a clinical nurse leader. Students will participate in a seminar as part of the clinical nurse leader project. This course will be taken during the final semester of study. Prerequisite(s): Completion of all coursework related to the major with the exception of NUR 5230

RURAL CASE MANAGER CONCENTRATION

NUR 5100. Rural Health Care: Theoretical Foundations (2-2-0)

This course focuses on the theoretical and philosophical basis for rural health from nursing and related disciplines, providing an overview of rural culture, rural health issues, healthcare priorities for rural dwellers, and strategies for dealing with challenges facing rural healthcare providers. Areas of emphasis will include: analysis of key rural concepts, rural healthcare policy, impact of technology on rural healthcare, workforce issues in rural health, and challenges facing the nurse case manager or clinical nurse leader working with rural populations. Prerequisite(s): NUR 5000, 5010

NUR 5110. Policy, Organization, and Financing of Health Care (3-3-0)

This course provides an overview of health care policy, organization, and financing with emphasis on current health care trends. The focus is to educate the nurse case manager or clinical nurse leader to collaborate with members of the health care community in the planning and provision of quality, cost-effective care. Emphasis is placed on the development of a leadership role in managing human, fiscal, and physical health care resources in order to improve client outcomes and eliminate health disparities. Core concepts include basic policy development and policy analysis, health care finance systems, government structure related to health care, primary health care, core public health functions, and patient safety and quality.

NUR 5120. Human Relations Management (3-3-0)
This course focuses on establishing relationships with person(s) and families, group dynamics, team building, leadership and management skills, negotiation, human diversity in health and illness, conflict management, and rural health issues relevant for case management of rural populations.

NUR 5130. Nursing Case Management Process (4-3-1)
This course examines the process of case management and the evolving role of the case manager in a variety of settings across the continuum of health care, with particular emphasis on populations residing in rural and medically underserved areas. Emphasis is on examining the fundamental concepts, components, principles and models of case management, as well as measuring and evaluating outcomes of case management related to access, quality, costs and client satisfaction. Prerequisite(s): NUR 5000, 5010, 5100, and 5110

NUR 5140. Epidemiology and Global Health (3-3-0)
This course focuses on the distribution and determinants of health-related states or conditions in specified populations and the application of this study to control health problems. Students will be presented with epidemiologic models and methods in order to assess the health of individuals and populations to prevent or control health conditions, diseases, and injuries. Emphasis is on a local to global perspective and on application of methods to improve healthcare delivery and health policy. Prerequisite(s): NUR 5000 and NUR 5100

NUR 5150. Case Management Capstone Practicum (6-2-4)
This course focuses on the application of the nurse case manager's functions of assessing, planning, intervening, monitoring, and evaluating health care in rural communities. Emphasis is placed on implementing a coordinated, evidence-based, interdisciplinary, collaborative, integrated and cost effective approach to health care with rural populations. Prerequisite(s): Completion of all coursework related to the major with the exception of NUR 5160

NUR 5160. Master's Rural Case Manager Research or Action Project (3-1-2)
This course provides the opportunity for students to develop and implement a research or action project reflecting analysis, synthesis, and inregration of their learning for advanced practice as a nurse case manager. Students will participate in a seminar as part of the rural case manager project. This course will be taken during the final semester of study. Prerequisite(s): Completion of all coursework related to the major with the 8 exception of NUR 5150

MASTER OF SOCIAL WORK

Director: Sherry Edwards

Program Description

The mission of the Social Work Program at The University of North Carolina at Pembroke seeks to prepare students to become leaders in enhancing the quality of life and seeking solutions to rural problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of populations-at-risk and the advancement of economic, political and social justice in all communities. Additionally the mission of the Master of Social Work (MSW) program at the University of North Carolina at Pembroke is to prepare students for professional social work practice within an advanced generalist model. Social workers prepared using an advanced generalist model have the capacity to practice in varied settings with diverse client populations. They are equipped to utilize resources available in rural areas and prepared for challenges faced when working with indigenous communities. They have an awareness of both historical and contemporary social issues that are embedded in a framework of a larger, more global reality. The MSW program offers a program for full-time and part-time students as well as an advanced standing program for students who have completed a Bachelor of Social Work degree from a Council on Social Work Education (CSWE) accredited social work program.

Program-Specific Admissions Standards

Applications are welcome at any time during the year, but the MSW program will not admit new students for spring semester and will admit advanced standing students in the summer only. All admissions will be for summer or fall terms.

Request your recommendations from professional supervisors or university faculty who are not members of the UNCP Social Work Department.

Submit an essay which incorporates both autobiographical information and discussion of a social problem. Detailed directions are available on the Graduate School website and must be carefully followed.

Complete a criminal background check. Directions and a link to the URL are available on the Graduate School website.

Requirements for a Master of Social Work	**Sem. Hrs.**
Required Courses	27
SWK 5000 Micro Human Behavior and the Social Environment	
SWK 5050 Foundations of Social Work	
SWK 5060 Social Work Practice with Individuals	
SWK 5070 Social Welfare Policies and Programs	
SWK 5100 Generalist Social Work Research	
SWK 5150 Macro Human Behavior and the Social Environment	
SWK 5200 Social Work in a Diverse Community	
SWK 5300 Foundation Practicum I and Seminar	
SWK 5400 Foundation Practicum II and Seminar	
Concentration Courses	27
SWK 5080 Advanced Generalist Practice in Rural Settings	
SWK 5410 Social Work Practice Administration in Rural Settings	
SWK 5430 Advanced Generalist Practice with Individuals and Families	
SWK 5450 Advanced Generalist Intervention Research	
SWK 5500 Concentration Practicum I and Seminar	
SWK 5580 Advanced Generalist Social Work Practice with Groups and Organizations in Rural Communities	
SWK 5600 Advanced Clinical Assessment and Intervention Methods	
SWK 5800 Concentration Practicum II and Seminar	

Electives (If taken out of the department, must have special permission)	6
SWK 5320 Community Development and Social Planning in Rural Communities	
SWK 5700 Child Welfare	
SWK 5710 Grant Writing	
Program Total: 60	

Requirements for a Master of Social Work —Advanced Standing	**Sem. Hrs.**
Required Courses	35
SWK 5110 Advanced Standing Bridge Course—Practice Module	
SWK 5120 Advanced Standing Bridge Course—HBSE Module	
SWK 5130 Advanced Standing Bridge Course—Research Module	
SWK 5140 Advanced Standing Bridge Course—Policy Module	
SWK 5080 Advanced Generalist Practice in Rural Settings	
SWK 5410 Social Work Practice Administration in Rural Settings	
SWK 5430 Advanced Generalist Practice with Individuals and Families	
SWK 5450 Advanced Generalist Intervention Research	
SWK 5500 Concentration Practicum I and Seminar	
SWK 5580 Advanced Generalist Social Work Practice with Groups and Organizations in Rural Communities	
SWK 5600 Advanced Clinical Assessment and Intervention Methods	
SWK 5800 Concentration Practicum II and Seminar	
Electives (If taken out of the department, must have special permission)	3
SWK 5320 Community Development and Social Planning in Rural Communities	
SWK 5700 Child Welfare	
SWK 5710 Grant Writing	
Program Total for Advanced Standing	**38**

COURSES

SWK 5000. Micro Human Behavior and the Social Environment

This course reflects a critical perspective on understanding individuals, families, and their interpersonal and group relationships; lifespan development; theories of well-being, stress, coping and adaptation. The emphasis within this course is on knowledge about individuals and small social systems and the implications of this knowledge for all domains of social work practice. Major components will be concerned with the processes of oppression, privilege, and discrimination and factors that help people and small social systems change. Credit, 3 semester hours. Prerequisite: Admission to Graduate School.

SWK 5050. Foundations of Social Work Practice

This course provides the context for advanced generalist social work practice. Students will learn about the historical development of the social work profession. The course offers an overview of contemporary social work practice and the need for social services in a modern society. It reviews social work methods and fields of practice with an emphasis on professional values and ethics. The objectives are realized through an Ethical Dilemma Paper, a person model of advanced generalist social work practice paper, class discussions, and experiential exercises. Credit, 3 semester hours. Prerequisite: Admission to Graduate School.

SWK 5060. Social Work Practice With Individuals

This course emphasizes social work concepts and fundamental skills of practice with individuals and their families. Students will learn a problem solving process that includes problem identification, needs and strengths assessments, planning, intervention, termination, and evaluation. Skills in relationship building, interviewing, and recording and documentation will be reviewed. Knowledge and skills relevant to practice with populations at risk including women, people of color, those who are gay and lesbian, and/or are economically impoverished will be emphasized. Issues of oppression, diversity, social justice, values, and ethics will be integrated throughout the course. Attention will also be given to the evolution of social work practice from an historical perspective. Credit, 3 semester hours. Prerequisites: Admission to Graduate School.

SWK 5070. Social Welfare Policies and Analysis

This course provides students with an overview of the history and development of social policy and programs in the United States. Students will learn how to analyze contemporary social policy issues and social programs and to understand the relationship between social policy and law. The course focuses on political, economic, and other social conditions that influence policy and law with an emphasis on social justice. Students will learn basic legal research and will become familiar with laws that provide the foundation for many social policies. Students will develop skills necessary to function within the legal system on behalf of various vulnerable populations. Credit, 3 semester hours. Prerequisite: Admission to Graduate School.

SWK 5080. Advanced Generalist Practice in Rural Settings

This course presents the unique challenges to social work with populations in rural settings, with an emphasis on rural areas of North Carolina. The course will examine the history of the rural experience and how it is affected by changes in the ethnic, economic, technological, and political landscape. The course will include implications of these changes for the practice of social work using an advanced generalist approach. Credit, 3 semester hours. Prerequisite: Admission to Graduate School.

SWK 5100. Generalist Social Work Research

The purpose of this course is to increase students' knowledge of various research and evaluation methods that can be used in social work settings across a number of populations and modalities. The course will focus on how ethics apply to research and evaluation, how research problems are formulated, how hypotheses or research questions are derived, and the specific designs that researchers may use in addressing specific research topics. Students will learn the processes involved in carrying out social work research, examine social work research issues, evaluate research findings, and assess research. Credit, 3 semester hours. Prerequisites: SWK 3910 or a statistics course.

SWK 5110. Advanced Standing Bridge Course—Practice Module

This course is for advanced standing students in the Social Work Department: students who have completed the Bachelor of Social Work degree from an accredited social work program. This course is designed to provide a conceptual orientation for the Advanced Generalist concentration year. This course is intended to supplement the knowledge, skills, and values foundation developed in participants' BSW programs. It addresses topics necessary for Advanced Generalist MSW-level practice and to support effective and ethical micro- and macro-level interventions. This course will address knowledge and skills gaps in preparation for Advanced Generalist practice curriculum. Credit, 2 semester hours. PREREQ: Acceptance into Advanced Standing or permission of instructor.

SWK 5120. Advanced Standing Bridge Course—HBSE Module

This course is for advanced standing students in the Social Work Department: students who have completed the Bachelor of Social Work degree from an accredited social work program. This course is designed to provide a conceptual orientation for the Advanced Generalist concentration year. Students will demonstrate an understanding of the factors which influence and shape family life and individual development within the context of society, communities, organizations, and institutions

at an advanced level. It is designed to supplement and complement the social work training that individuals have received in BSW programs as preparation for students' entry into the second year of the master's program. Credit, 2 semester hours. PREREQ: Acceptance into Advanced Standing or permission of instructor.

SWK 5130. Advanced Standing Bridge Course—Research Module

This course is for advanced standing students in the Social Work Department: students who have completed the Bachelor of Social Work degree from an accredited social work program. This course is designed to provide a conceptual orientation for the Advanced Generalist concentration year. Students will enhance their skills in evaluation, appraisal, and application of the concepts, design, and process of applied research in social work, focusing on foundation skills in conducting empirical research within the context of theory, literature review, research design and measurement, research ethics, and professional practice. Credit, 2 semester hours. PREREQ: Acceptance into Advanced Standing or permission of instructor.

SWK 5140. Advanced Standing Bridge Course—Policy Module

This course is for advanced standing students in the Social Work Department: students who have completed the Bachelor of Social Work degree from an accredited social work program. This course is designed to provide a conceptual orientation for the Advanced Generalist concentration year. The goal of this course is to refresh and enhance students' welfare policy analysis in preparation for the concentration year. Students will enhance their skills in analyzing contemporary social policy issues and social programs and to understand the relationship between social policy and law. The course focuses on political, economic, and other social conditions that influence policy and law with an emphasis on social justice. This course will address knowledge and skill gaps in preparation for the advanced generalist practice curriculum. Credit, 2 semester hours. PREREQ: Acceptance into Advanced Standing or permission of instructor.

SWK 5150. Macro Human Behavior and the Social Environment

This course stimulates student thinking about the role of privileged and oppressed statuses and their influence on human development. This emphasis is supported by the NASW Code of Ethics, which states: "Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability" (NASW Code of Ethics, 1.05c). Credit, 3 semester hours. Prerequisites: Admission to Graduate School.

SWK 5200. Social Work in a Diverse Community

This course is designed to present students with an overview of the complex issues surrounding social work with diverse populations. Students will explore the impact of sexual orientation, race, ethnicity, ability, and/or gender, and examine the consequences of marginalizing members of oppressed groups. Students will play an active role in their own learning through the use of writing, electronic discussion groups, and other experiential exercises. Credit, 3 semester hours. Prerequisite: Admission to Graduate School.

SWK 5300. Foundation Practicum I and Seminar

This is the first course of two foundation practica that enable students to apply master's level coursework in a generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The graduate field instruction includes a seminar that will meet four times throughout the semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences. Credit, 3 semester hours. Open to MSW students only. Prerequisite: Admission to Graduate School.

SWK 5320. Community Development and Social Planning in Rural Communities

This course examines methods of organizing people for social and political advocacy on their own

behalf or on behalf of others to bring about change in rural communities. Rural community advocacy is an empowering process to bring together underrepresented groups to generate power and create a more socially just society. This course builds on the foundation course work. Credit, 3 semester hours.

SWK 5400. Foundation Practicum II and Seminar
This is the second course of two foundation practica that enable students to apply master's level coursework in a generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The graduate field instruction includes a seminar that will meet four times throughout the semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences. Credit, 3 semester hours. Open to MSW students only. Prerequisite: Admission to Graduate School and SWK 5300.

SWK 5410. Social Work Practice Administration in Rural Settings
The purpose of this course is to equip students to perform a variety of management functions in a broad range of human service organizations and other non-profits. The course will focus on areas that include the role of the manager, theories of management, specific approaches to management of the organization, motivating workers, management of data, information and budgets, and supervision. Emphasis will be on the integration of theory and the practical application of management tools and techniques for effective functioning of the organization. This course builds on the foundation course work. Credit, 3 semester hours. Prerequisite: Admission to the Graduate School

SWK 5430. Advanced Generalist Practice with Individuals and Families
This course examines practice with individuals and families. Mastery of tasks that enhance social functioning will be examined. Students will learn effective strength-based interviewing skills. The course will also address family and community-centered assessment within an ecological framework. Special attention is given to the needs of families affected by poverty and oppression in rural communities. Credit, 3 semester hours. Prerequisite: SWK 5060 or Advanced Standing.

SWK 5450. Advanced Generalist Intervention Research
The purpose of this course is to provide students with a thorough understanding of the research design techniques necessary to evaluate the effects of services on clients, community needs, and address the needs for accountability, as well as practice evaluation. The themes of diversity and social work values and ethics are addressed in relation to macro research methods, program evaluation, and community-based research. Attention is placed on diversity concerns related to indigenous populations. This course covers the applications of research design techniques to data collection in human service agencies and communities, including the use of statistical analysis for program evaluation and needs assessment. Credit, 3 semester hours. Prerequisite: Admission to Graduate School and SWK 5100 or 5130.

SWK 5500. Concentration Practicum I and Seminar
This is the first practicum in the concentration curriculum. This course enables students to apply Advanced Generalist master's level coursework in an advanced generalist practice setting. Students, agency supervisors and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. Open to MSW students only. Credit, 4 semester hours. Prerequisites: SWK 5300 and 5400 or Advanced Standing.

SWK 5580. Advanced Generalist Social Work Practice with Groups and Organizations in Rural Communities
This advanced generalist course builds on the content presented during the foundation year. It focuses on the processes of intervention in task and individual change groups. Particular attention will be given to the recruitment and composition of group members, leadership structure of small groups and

organizations, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation in the rural setting. Organizational theories will be covered as well. Theories that support social justice will be emphasized. The course will also consider how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development. A variety of experiential assignments and exercises will be used to help students enhance their leadership knowledge and skills. Credit, 3 semester hours. Prerequisite: Admission to the Graduate Program and SWK 5060 or Advanced Standing.

SWK 5600. Advanced Clinical Assessment and Intervention Methods

An advanced course in the assessment skills required for professional social work practice in mental health and other clinical settings. The course will focus on clinical assessment as described in the Diagnostic and Statistical Manual of Mental Disorders, DSM IV-TR. Students will be expected to become conversant with the clinical descriptions used in mental health diagnosis and to master the basic assessment skills required of social workers in clinical settings. Students will apply assessment knowledge and skills in planning practical and effective treatment strategies. Clinical assessment skills are not only necessary for the social worker in many areas of direct practice but are of use to all social workers as they deal with other helping professionals (i.e., psychiatrists, psychologists, school counselors, etc.). This may be particularly true in rural settings where the social work generalist may be called upon to function in multiple roles and fields of practice. Credit, 3 semester hours. Prerequisites: SWK 5060 or Advanced Standing.

SWK 5700. Child Welfare (Rural/Indigenous Communities)

This course is designed to provide practice knowledge and skills for students preparing for positions in public child welfare. The competencies taught in the course will also give social workers in a variety of settings that serve children a better understanding of the child welfare system and its services in North Carolina. The course is designed to acquaint the student with the tools and techniques necessary to enhance their ability to think critically in a variety of situations and experiences. Credit, 3 semester hours. Prerequisites: Admission to the MSW Program.

SWK 5710. Grant Writing

This course will seek to develop research and grant writing skills and competencies to aid the student in assisting communities, Community Based Organizations, non-profit agencies, etc., in meeting the needs of the communities and/or associated publics. The focus of this course is the practical application of social analysis, critical thinking, and the development of related skill-sets such as community mapping/research, resource identification, program planning/development, capacity building, and change/intervention strategies to aid in the creation of grant proposals designed to address specific community or constituency needs. Students should expect a major time investment in regards to research, writing, and weekly group discussions/activities. Credit, 3 semester hours. Prerequisite: Admission to Graduate School.

SWK 5800. Concentration Practicum II and Seminar

This is the second practicum in the concentration year. This course enables students to apply Advanced Generalist master's level coursework in an advanced generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. Credit, 5 semester hours. Open to MSW students only. Prerequisites: SWK 5300, 5400, 5500 or Advanced Standing.

SWKS 6xxx. Special Topics in Social Work

These courses will exam a special area or topic of relevance within the field of social work. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. Credit, 3 semester hours. Prerequisites: Permission of Instructor.

APPENDIX A

UNC History and Leadership 509
UNCP Leadership 511
Officers and Administrators 512
Faculty 516

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Pembroke is one of 17 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically Black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined The University of North Carolina to include three state-supported institutions, the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into The University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, The University of North Carolina School of the Arts, The University of North Carolina at Pembroke, Western Carolina University, and Winston-Salem State University. This action created a 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University, creating the current 17-campus University system.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 17 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (UNC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA

Peter D. Hans, Chair ..... Raleigh
H. Frank Grainger, Vice Chair ..... Cary
Ann B. Goodnight, Secretary ..... Cary
Roger Aiken ..... Asheville
W. Louis Bissette, Jr. ..... Asheville
Fred N. Eshelman ..... Wilmington
John C. Fennebresque ..... Charlotte
Hannah D. Gage ..... Wilmington
Thomas J. Harrelson ..... Southport
Henry W. Hinton ..... Greenville
James L. Holmes, Jr. ..... Raleigh
Rodney E. Hood ..... Washington, DC
William Marty Kotis III ..... Summerfield
G. Leroy Lail ..... Hickory
Scott Lampe ..... Davidson
Steven B. Long ..... Raleigh
Joan G. MacNeill ..... Webster
Mary Ann Maxwell ..... Goldsboro
W. Edwin McMahan ..... Charlotte
W. G. Champion Mitchell ..... New Bern
Hari H. Nath ..... Cary
Robert J. Nunnery (Ex Officio) ..... Fayetteville
R. Doyle Parrish ..... Raleigh
Joan Templeton Perry, M.D. ..... Kinston
Therence O. Pickett ..... Greensboro
David M. Powers ..... Winston-Salem
Robert S. Rippy ..... Wilmington
Harry Leo Smith, Jr. ..... Washington
J. Craig Sousa ..... Raleigh
George A. Sywassink ..... Hilton Head, SC
Richard F. "Dick" Taylor ..... Lumberton
Raiford Trask III ..... Wilmington
Phillip D. Walker ..... Hickory
Laura I. Wiley ..... High Point

OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA

THOMAS W. ROSS, B.A., J.D. ..... President
KEVIN M. FITZGERALD ..... Chief of Staff
SUZANNE ORTEGA, Ph.D. ..... Senior Vice President for Academic Affairs
LESLIE BONEY ..... Vice President for International, Community, and Economic Engagement
CHRISTOPHER BROWN ..... Vice President for Research and Graduate Education
ALISA CHAPMAN ..... Vice President for Academic and University Programs
L.B. CORGNATI, B.S., M.S. ..... Secretary of the University
WILLIAM FLEMING ..... Vice President of Human Resources
JOHN LEYDON ..... Vice President for Information Resources and CIO
DREW MORETZ ..... Vice President for Government Relations
CHARLIE PERUSSE ..... Chief Operating Officer
KIMREY RHINEHARDT, B.A. ..... Vice President for Federal Relations
THOMAS SHANAHAN ..... Interim Vice President and General Counsel
JONI WORTHINGTON ..... Vice President for Communications

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

CHIEF EXECUTIVES*

G.G. MAUGHON, SR., Superintendent (1935-1940)
A.B.., Mercer University; M.A., University of Georgia

O.H. BROWNE, Acting Superintendent (1940-1941); Acting President (1941-1942)
B.S., North Carolina State College; Ph.D., Johns Hopkins University

RALPH D. WELLONS, President (1942-1956)
A.B., M.A., Indiana University; Ph.D., Teachers College, Columbia University

WALTER J. GALE, President (1956-1962)
B.S., New Jersey State Teachers College; M. Ed., Ed.D., Duke University

ENGLISH E. JONES, President (1962-1972); Chancellor (1972-1979)
B.S., University of Kentucky; M.S., North Carolina State University; LL.D., Wake Forest University; D.H., Pembroke State University

PAUL R. GIVENS, Chancellor (1979-1989); Chancellor Emeritus (1989-2004)
B.A., M.A., George Peabody College; Ph.D., Vanderbilt University

JOSEPH B. OXENDINE, Chancellor (1989-1999); Chancellor Emeritus (1999-)
B.A., Catawba College; M.Ed., Ed.D., Boston University

ALLEN C. MEADORS, Professor and Chancellor (1999-2009); Chancellor Emeritus (2009-)
B.B.A, University of Central Arkansas; M.B.A.., University of Northern Colorado; M.P.A., University of Kansas; M.A., M.A., Webster University; Ph.D., Southern Illinois University; FACHE

CHARLES R. JENKINS, Interim Chancellor (2009-2010)
B.S., M.A.Ed., East Carolina University; Ed.D., Duke University

KYLE R. CARTER, Chancellor (2010-)
B.S., Mercer University; M.S., Ph.D., University of Georgia

*This list includes chief executives since the institution became a four-year institution. Prior to 1941, chief executives held the title of principal or superintendent. The title of President was changed to Chancellor beginning July 1, 1972, when the institution, as Pembroke State University, became a constituent institution of The University of North Carolina.

BOARD OF TRUSTEES: THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Wiley Barrett, Chair (2015) ..... Southern Pines
Raymond Pennington, Vice Chair (2013) ..... Lumberton
Dwight Pearson, Secretary (2015) ..... Garner
Kellie Hunt Blue (2015) ..... Pembroke
Tim Brooks (2013) ..... Pembroke
Robert E. Caton (2015) ..... Lumberton
Gary Locklear (2015) ..... Pembroke
Donna Lowry (2013) ..... Pembroke
Lorna Ricotta (2013) ..... Fayetteville
Newy Scruggs (2013) ..... Arlington, TX
Caroline S. Williamson (2015) ..... Lumberton
Paul Willoughby (2015) ..... Durham
Emily Ashley (2013-2014) SGA President ..... Chapel Hill

OFFICERS AND ADMINISTRATORS

CHANCELLOR

KYLE R. CARTER, B.S., MS., Ph.D.

OFFICE OF THE CHANCELLOR

KENNETH D. KITTS, B.A., M.A., Ph.D.. ..... Provost and Vice Chancellor for Academic Affairs
WENDY LOWERY, B.A., M.P.A. ..... Vice Chancellor for Advancement
RICHARD COSENTINO, M.B.A., Ph.D..... Vice Chancellor for Finance and Administration
JOHN R. JONES, II, Ph.D. ..... Vice Chancellor for Student Affairs
GLEN G. BURNETTE, Jr., B.A., M.Ed., Ed.D. ..... Special Assistant to the Chancellor for Constituent Relations
JOSHUA MALCOLM, B.A., J.D. ..... General Counsel
RICHARD CHRISTY..... Director of Athletics
KELLEY HORTON..... Internal Auditor
DANIEL KENNEY, B.S., M.A.Ed. ..... Chief of Staff

OFFICE OF ACADEMIC AFFAIRS

KENNETH D. KITTS, B.A., M.A., Ph.D.. ..... Provost and Vice Chancellor for Academic Affairs
- WILLIAM H. GASH, JR., B.S., M.B.A., M.M.Ed., B.M.Ed., Ph.D..... Senior Associate Vice Chancellor for Academic Affairs
  - STANLEY G. KNICK, B.A., M.A., Ph.D. ..... Director/Curator, Native American Resource Center
  - TBA ..... Director, International Programs
  - ERIC MOORE ..... Director, English Language Institute
- CAMMIE HUNT, B.S., M.B.A., Ph.D. ..... Assoc. Vice Chancellor, Engaged Outreach
  - CHARLES TITA, B.A., M.A., Ph.D. ..... Director, Distance Education
  - DAREK HUNT ..... Director, Regional Center
- ELIZABETH NORMANDY B.A., M.A., Ph.D..... Interim Associate Vice Chancellor for Academic Planning and Special Projects
- MELISSA SCHAUB, B.A., M.A., Ph.D. ..... Associate Vice Chancellor for Enrollment
  - LELA CLARK, B.A., M.S.Ed..... Director of Undergraduate Admissions
  - TEAGAN E. DECKER, B.A., M.A., Ph.D. ..... Director, University Writing Center
  - ELIZABETH FROEBA, B.S.W., M.Ed. ..... Interim Director of Academic Advising
  - JENELLE L. HANDCOX, B.A., M.P.A..... Director of Financial Aid
  - STEVEN HUNT, B.A., M.A. ..... Director of Center for Academic Excellence
  - DEANA JOHNSON, B.A., M.A. ..... Director, College Opportunity Program
  - SYLVIA T. JOHNSON, B.S., M.S..... Director, N.C. Health Careers Access Program
  - SHARON KISSICK, B.A., M.Ed..... Registrar
  - JAN LOWERY, B.S., M.P.H. ..... Project Coordinator, NASNTI
  - LARRY McCALLUM, B.A., M.A. ..... Director, TRIO Program
  - MARY HELEN WALKER, B.S., M.A. ..... Director, Disability Support Services
- TBA ..... Asst. Vice Chancellor, Institutional Effectiveness
- TBA ..... Director of Sponsored Research & Programs
- SHERRY EDWARDS, B.S.W., M.S.W., Ph.D. Acting Director, Teaching and Learning Center
- SUSAN WHITT, B.A., M.L.S..... Acting Dean of Library Services
  - ANNIE H. COLEMAN, B.A., M.L.I.S ..... Assistant Dean for Research Services
  - SUSAN WHITT, B.A., M.L.S. ..... Associate Dean for Collection Management
  - JEAN E. SEXTON, B.A., M.S.L.S..... Coordinator of Cataloging
  - MICHAEL C. ALEWINE, B.A., M.L.S., M.S. ..... Outreach/Distance Education Librarian
  - ROBERT ARNDT, B.A., M.A., M.F.A., M.L.S. . Reference/Instructional Services Librarian
  - TBA ..... Electronic Resources/Media Catalog Librarian

CARL J. DANIS, B.A., M.S., M.S.L.S. ..... Collection Development/Electronic Resources Librarian
KAREN ORR FRITTS, B.S., M.L.I.S. ... Government Documents/Development Librarian
JUNE L. POWER, B.A., M.L.I.S. ..... Access Services/Reference Librarian
ROB WOLF, B.S., M.L.S. ..... Serials/Digital Operations Coordinator
MELANIE E. WOOD, B.S., M.L.I.S. ..... Instructional Services/Reference Librarian
DAVID W. YOUNG, B.A., M.A., M.L.S. ..... Catalog Librarian
MARK CANADA, B.A., M.A., Ph.D. ..... Dean, College of Arts and Sciences
MEREDITH L. STORMS, B.S., M.S., Ph.D. Associate Dean, College of Arts and Sciences
MARY ANN JACOBS, B.A., M.A.Ed., M.S.W., Ph.D. ..... Chair, American Indian Studies Department
RICHARD GAY, B.A., M.A., Ph.D. ..... Chair, Art Department
DAVID D. ZEIGLER, B.S., M.S., Ph.D. ..... Chair, Biology Department
SIVANADANE MANDJINY, B.Tech., M.Tech., Ph.D. ..... Chair, Chemistry and Physics Department
VIRGINIA K. McCLANAHAN, B.A., M.A., Ph.D. .. Chair, English, Theatre, and Foreign Languages Department
MARTIN B. FARLEY, B.S., M.A., Ph.D. ..... Chair, Geology and Geography Department
ROBERT W. BROWN, B.A., M.A., Ph.D. ..... Chair, History Department
JASON HUTCHENS, B.A., M.A.Ed., Ed.D. ..... Chair, Mass Communication Department
STEVEN D. BOURQUIN, B.S.E.E., M.S., Ph.D. ..... Chair, Mathematics and Computer Science Department
TIMOTHY M. ALTMAN, B.A., M.M.E., D.M.A. ..... Chair, Music Department
BARBARA B. SYNOWIEZ, B.S. N., M.S. N., Ph.D. ..... Chair, Nursing Department
DAVID H. NIKKEL, B.A., M.Div., Ph.D. ..... Chair, Philosophy and Religion Department
KEVIN S. FREEMAN, B.A., M.A., Ph.D. ..... Chair, Political Science and Public Administration Department
KELLY A. CHARLTON, B.A., M.A., Ph.D. ..... Chair, Psychology Department
SHERRY EDWARDS, B.S.W., M.S.W., Ph.D. ..... Chair, Social Work Department
MARIO PAPAROZZI, B.A., M.A., Ph.D. ..... Chair, Sociology and Criminal Justice Department
RAMIN COOPER MAYSAMI, B.S., M.S., Ph.D. ..... Dean, School of Business
WILLIAM STEWART THOMAS, B.S., M.B.A., Ph.D. ..... Assistant Dean
NICK ARENA, B.A., M.B.A. ..... Director, MBA Program
CARMEN F. CALABRESE, B.S., M.B.A., Ph.D. ..... Director, TFCE
RAMIN COOPER MAYSAMI, B.S., M.S., Ph.D. ..... Interim Coordinator, Accounting and Information Technology Department
JOHN E. SPILLAN, B.A., M.S.W., M.B.A., Ph.D. ..... Interim Coordinator, Economics, Finance, and Decision Sciences Department
JOHN E. SPILLAN, B.A., M.S.W., M.B.A., Ph.D. ..... Chair, Management, Marketing, and International Business Department
MICHAEL MENEFEE, B.S., M.S., Ph.D. ..... Director, Entrepreneurship Programs
ZOE WOODELL LOCKLEAR, B.S., M.Ed., Ph.D. ..... Dean, School of Education
ALFRED BRYANT, B.A., M.Ed., Ph.D. ..... Interim Associate Dean
KAREN STANLEY, B.A., M.R.E., M.Ed., Ph.D. ..... Chair, Elementary Education Department
BETTY WELLS BROWN, B.A., Ed.S., M.Ed., Ph.D. ..... Chair, Educational Specialties Department
VALJEANER FORD, B.S., M.A., M.A., Ed.D. ..... Interim Chair, Professional Pedagogy and Research Department
ALFRED BRYANT, B.A., M.Ed., Ph.D. ..... Chair, School Administration and Counseling Department

TOMMY THOMPSON, B.S., M.A., D.A. ..... Chair, Health, Physical Education, and Recreation Department
LT. COL. ALLEN GRADNIGO..... Director, Aerospace Studies (Air Force ROTC)
CAPT. LARRY PITTS ..... Director, Military Science (Army ROTC)
KAREN GRANGER, B.A., M.Ed..... Director, Teaching Fellows Program
BRYAN WINTERS, B.S., M.S.A., Ed.D. .....Director of University-School Partnerships
REBECCA BULLARD-DILLARD, Ph.D. ..... Dean, Graduate Studies and Research
IRENE PITTMAN AIKEN, B.S., M.A.Ed., Ph.D.....Associate Dean
MARK MILEWICZ, B.A., M.A., Ph.D. ..... Dean, Esther G. Maynor Honors College

OFFICE OF ADVANCEMENT

WENDY LOWERY, B.A., M.P.A. .....Vice Chancellor for Advancement
HUNTER WORTHAM, M.B.A. ..... Assistant Vice Chancellor for Advancement
KRISTIN ANDERSON .....Director of Advancement
ALISON DECINTI, B.A..... Director of Development
RENÉE STEELE, M.B.A..... Director of Alumni Relations
SANDY BRISCAR, B.A., APR ..... Executive Director of Marketing
SCOTT BIGELOW, B.A .....Communications Specialist
KANDICE KINLAW .....Director of Events Planning
LAWRENCE T. LOCKLEAR, B.A., M.P.A. .....Web Publisher
RAUL RUBIERA..... University Photographer
DAVID YBARRA, B.F.A. .....Graphic Designer
PATRICIA FIELDS, A.A., B.S., M.P.A..... Executive Director of Givens Performing Arts Center
DAVID THAGGARD, B.A. .....Assistant Director, GPAC
CHAD LOCKLEAR, B.A., M.A. .....Director of Marketing, GPAC
GARY TREMBLAY, B.A., M.F.A. ..... Technical Director, GPAC

OFFICE OF FINANCE AND ADMINISTRATION

RICHARD COSENTINO, M.B.A., Ph.D.....Vice Chancellor for Finance and Administration
TBA.....Assistant Vice Chancellor for Administration
RAY OXENDINE, B.S., M.B.A., C.P.A.. ..... Assistant Vice Chancellor for Finance
ROGER KILLIAN, M.A..... Director of Financial Planning and Budgeting
DEBRA A. BURGESS, B.A. .....Director of Human Resources
DENISE CARROLL, C.P.M., B.S. .....Director of Business Services
KAREN SWINEY, B.A. ..... Bookstore Manager
JIM HALCOMBE. .....General Manager, University Dining Services
W. STEVE MARTIN .....Assistant Vice Chancellor for Facilities Management
LARRY FREEMAN ..... Director of Facilities Operations
J. MICHAEL CLARK.....Director of Facilities Planning & Construction
TOM JACKSON, B.S., M.S., M.B.A.. Interim Assoc. Vice Chancellor, Information Resources, and CIO
TOM JACKSON, B.S., M.S., M.B.A. .....Associate CIO and Chief Technology Officer
CYNTHIA E. SAYLOR, B.A., M.L.I.S. .....Assistant CIO, Educational Technologies
TBA ..... Director, Enterprise Applications
KEVIN PAIT, B.S. .....Director, Network and System Administration
MAUREEN WINDMEYER, B.A....Director, Information Technology Planning & Budget

OFFICE OF STUDENT AFFAIRS

JOHN R. JONES, II, B.S., M.A., Ph.D. .....Vice Chancellor for Student Affairs
LISA L. SCHAEFFER, B.S., M.Ed., Ed.D. .....Associate Vice Chancellor for Student Affairs
WILLIAM C. PRICE, B.S., M.Ed. ..... Director of Student Conduct

R. TRAVIS BRYANT, B.A., M.A. .....Associate Vice Chancellor for Campus Safety and Emergency Operations

McDUFFIE CUMMINGS, Jr., B.A. .....Director of Campus Police & Public Safety

PRESTON SWINEY, B.S., M.Ed. .....Director of Housing and Residence Life

CYNTHIA REDFEARN, B.A., M.S.A. .....Associate Director of Residence Life

MIKE SEVERY, B.S.B.A., M.A. ..... Director of Student Involvement and Leadership

PRESTON RAMSEY, B.S., M.S. ..... Assistant Director of Student Involvement and Leadership

PARKER WATSON, B.A., M.Ed. ..... Assistant Director of Student Involvement and Leadership

AUBREY SWETT, B.S., M.A.....Director of Community and Civic Engagement

CHRISTINA POTEET, B.A., M.A. .....Associate Director for Community Service

WHITNEY SWEENEY, B.A., M.A. .....Director of Greek Life

JUSTIN WINANS, B.S. .....Director of Intramurals and Campus Recreation

CYNTHIA OXENDINE, B.S., M.A.Ed. ..... Director of Chavis University Center

MARY-JEANNE RALEIGH, B.A., M.Ed., M.A., Ph.D.....Director of Counseling and Psychological Services

GEORGE GRESSMAN, B.A., M.S., Psy.D. ... Assistant Director of Counseling and Testing

LYNNDEE HORNE, B.A., M.S. .....Assistant Director of Outreach Education

KAREN PRUETT, B.S., M.Ed., Ph.D.. ..... Director of Career Center

MALLORY L. BOWER, B.S., M.A. .....Assistant Director of Career Center

ROBERT L. CANIDA, II, B.A., M.S.L.S.....Director of Multicultural and Minority Affairs

CORA BULLARD, B.S., RN ..... Director of Student Health Services

FACULTY SENATE

JUDITH CURTIS, B.A., M.A., Ph.D. — Chair of the Faculty Senate
ROGER S. GUY, B.A., M.P.A., Ph.D. — Secretary of the Faculty Senate

The Faculty Senate is the primary vehicle of faculty governance at UNC Pembroke. The Faculty Senate is an organization of faculty members who have been elected by the Faculty at large, or by the Faculty of one of five divisions: Arts, Education, Letters, Natural Science and Mathematics, and Social and Behavioral Sciences. The Senate is organized into three standing committees. These are the Faculty and Institutional Affairs Committee, the Student Affairs Committee, and the Academic Affairs Committee. Each committee also has subcommittees. Membership on the subcommittees is not limited to members of the Senate, but is open to all faculty members. The Faculty, through the Senate, is involved in the governance of the total University and is the principal academic policy-making body of the University.

THE FACULTY

The listing that follows includes full-time members of the faculty, administrative officers who hold faculty rank and/or who teach, faculty in phased retirement, and emeritus and retired faculty in special adjunct roles. The date indicated is the year of initial appointment. Emeritus faculty and retired faculty are listed separately, below.

JESSICA ABBOTT (2013), Assistant Professor, Department of Sociology and Criminal Justice
B.A., University of Tennessee – Martin; M.A., Ph.D., Southern Illinois University at Carbondale

IRENE PITTMAN AIKEN (1994), Professor, Department of Elementary Education; Associate Dean, School of Graduate Studies
B.S., University of North Carolina at Chapel Hill; M.A.Ed., University of North Carolina at Pembroke; Ph.D., University of North Carolina at Chapel Hill

WILLIAM G. ALBRECHT (2002), Associate Professor, Department of Political Science and Public Administration
B.S.B.A., Ferrum College; M.B.A., Western Carolina University; Ph.D., Southern University

MICHAEL C. ALEWINE (2003), Associate Librarian, Outreach/Distance Education Librarian, Library Services
B.A., University of North Carolina at Wilmington; M.L.S., North Carolina Central University; M.S., East Carolina University

RAQUEL ALFARO (2013), Assistant Professor, Department of English, Theatre, and Foreign Languages
B.A., Universidad Mayor de San Andres; M.A., Ph.D., University of Pittsburgh

KATHRYN ALLEN (2012), Lecturer, Department of English, Theatre, and Foreign Languages; College Opportunity Program
B.A., M.A., East Carolina University

TIMOTHY M. ALTMAN (1999), Assistant Professor and Chair, Department of Music
B.A., Virginia Polytechnic Institute and State University; MME, University of Wisconsin-Whitewater; D.M.A., University of Kentucky

RYAN K. ANDERSON (2007), Associate Professor, Department of History
B.A., Ph.D., Florida State University; M.A., University of North Carolina at Wilmington

LARS ANDERSSON (2001), Lecturer, Department of Health, Physical Education, and Recreation; Women's Soccer Coach
B.S., Cumberland College; M.A., Union College

NICK ARENA (2012), Lecturer, Department of Management, Marketing, and International Business
B.A., Villanova University; M.B.A., University of North Carolina

ROBERT ARNDT (2002), Assistant Librarian, Reference/Instructional Services Librarian, Library Services
B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Charlotte; M.F.A., M.L.S., University of South Carolina

LARRY ARNOLD (1990), Professor, Department of Music
B.M., University of Nebraska; M.M., University of Wisconsin; Ph.D., University of Iowa

SANDRA L. ARTEAGA (2011), Lecturer, Department of Professional Pedagogy and Research
B.S., Edinboro University of Pennsylvania; M.A.Ed., M.S.A., University of North Carolina at Pembroke

ANDREW N. ASH (1989), Professor, Department of Biology
B.S., Virginia Military Institute; M.S., North Carolina State University; Ph.D., University of Toronto

MARY C. ASH (2008), Lecturer, Department of Biology
B.S., North Carolina State University; M.A., Gardner-Webb University

MOHAMMAD ASHRAF (1999), Professor, Department of Economics, Finance, and Decision Sciences; Director of Economic and Business Research
B.S., M.A., Ph.D., Northern Illinois University

ASHLEY AUSBORN (2013), Lecturer, Department of Health, Physical Education, and Recreation
B.S., M.S., George Mason University

VALERIE AUSTIN (2008), Assistant Professor, Department of Music
B.M., West Virginia University; M.M., Ph.D., University of Florida

GARY AYCOCK (2008), Lecturer, Assistant Track and Cross Country Coach, Department of Health, Physical Education, and Recreation; NCAA Compliance Officer
B.S, M.A., University of North Carolina at Pembroke

VICTOR BAHHOUTH (2006), Associate Professor, Department of Economics, Finance, and Decision Sciences
B.B.A., Lebanese University; M.S., Lebanese American University; D.B.A., University of Newcastle-upon-Tyne

BEN A. BAHR (2009), William C. Friday Distinguished Professor, Department of Biology
B.A., B.A., Ph.D., University of California at Santa Barbara

DANIEL G. BARBEE (1988), Professor, Department of Political Science and Public Administration
B.S., Catawba College; M.A., Lehigh University; Ph.D., University of Tennessee

JOYCE BEARD (2008), Clinical Assistant Professor, Department of Nursing
B.S.N., University of North Carolina at Pembroke; M.S.N., University of North Carolina at Charlotte

CHERRY MAYNOR BEASLEY (1992), Associate Professor, Department of Nursing
B.S.N., University of Michigan; M.S., University of North Carolina at Chapel Hill; Ph.D., East Carolina State University

CHARLES E. BEEM (2003), Associate Professor, Department of History
B.A., California State University, Northridge; M.A., Northern Arizona University; Ph.D., University of Arizona

JOSEPH BEGNAUD (2012), Associate Professor, Department of Art
B.F.A., University of Dayton; M.F.A., Indiana University, Bloomington

DONALD E. BEKEN (1989), Associate Professor, Department of Mathematics and Computer Science
B.S.E.E., Valparaiso Technical Institute; B.S., Kent State University; A.M., West Virginia University; Ph.D., University of Mississippi

SHARON L. BELL (1989), Associate Professor, Department of Accounting and Information Technology
B.S., University of North Carolina at Pembroke; M.B.A., Campbell University; CPA, State of North Carolina

BRITTANY D. BENNETT (2013), Lecturer, Department of Health, Physical Education, and Recreation; Head Women's Softball Coach
B.S., M.S., Southern Arkansas University

REBECCA BERDEAU (2007), Lecturer, Department of Elementary Education
B.A., St. Andrews College; M.A., University of North Carolina at Pembroke

MICHAEL J. BERNTSEN (2012), Lecturer, Department of English, Theatre, and Foreign Languages
B.A., Rowan University; M.A., Ph.D., University of Louisiana at Lafayette

SELMA BERRIOS (2012), Assistant Professor, Department of Social Work
B.A., University of Puerto Rico; M.S.W., Ph.D., Smith College

SCOTT C. BILLINGSLEY (2003), Associate Professor, Department of History
B.A., David Lipscomb University; M.A., Middle Tennessee State University; Ph.D., Auburn University

OLLIE G. BISHOP (1982), Assistant Professor, Department of Accounting and Information Technology
B.S., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Chapel Hill; CPA, State of North Carolina

MICHAEL BLACKBURN (2009), Lecturer, Department of Health, Physical Education, and Recreation; Head Athletic Trainer
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***MANUEL ARTHUR CONLEY (1995), Professor Emeritus, Department of History**
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B.S., Winston-Salem State University; M.S., Virginia State College; Ed.D., University of Virginia

APPENDIX B
SCHOLARSHIPS AND AWARDS

Friends, faculty, alumni, corporations, and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of endowed scholarships and other awards is available, some with specific restrictions. The Office of Financial Aid determines the recipients for general scholarships based on the Financial Aid application. The departmental scholarships may require a separate application. Contact the department or school for more information. Some scholarships and awards may not be available every year due to lack of funds.

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ALUMNI SPONSORED SCHOLARSHIPS

Alumni Loyalty Fund Endowed Scholarship

The UNCP Alumni Association through its Alumni Loyalty Fund awards scholarships to qualified incoming freshmen who are the children of UNCP alumni. The scholarships are based on academic ability, demonstrated leadership, and a personal interview. Preference is given to those who are in need of financial assistance.

UNCP Alumni Soccer Endowed Scholarship

This scholarship was established to enable alumni, parents, and friends of the University to provide assistance to the sport of soccer at the University. Recipient(s) may be currently enrolled or incoming soccer player(s). Award is based on athletic ability in the sport of soccer. Recipient(s) will be bound by the stipulations of the University athletic grant-in-aid agreement. The award is renewable on an annual basis.

GENERAL SCHOLARSHIPS

Lewis M. And Louise P. Austin Endowed Memorial Scholarship

This scholarship is given in memory of the Donor's parents who valued a college education and who possessed uncompromising encouragement and support for not only their own children but others who were seeking an education. The Donor established this scholarship to give back or "pay it back" to those who encouraged and supported him during his educational journey. The education he received at Pembroke State University, due to his parents' determination, allows him today to give this scholarship in their memory.

He challenges the students who receive this scholarship to remember those people who were instrumental in their quest for an education and urges them to return the support and encouragement that helped them obtain their education at UNC Pembroke by supporting a student in the future as his parents did and as he does in their memory.

First choice for recipients of the Lewis M. and Louise P. Austin Endowed Memorial Scholarship will be residents of Marlboro County, South Carolina. There is no residency restriction, however, if no recipients can be identified from this area. There is no restriction of major, QPA, or year of study and the recipient may be of graduate or undergraduate status. The recipient shall be of demonstrated financial need and the award is renewable if funds are available.

Elsmer Ray and Edith V. Barnes Endowed Scholarship

Mr. Elsmer Ray Barnes generously provides this scholarship in loving memory of his wife and for the purpose of assisting aspiring students who demonstrate outstanding leadership potential. Based upon high school involvement and academic record, this scholarship is renewable for four years of continuous study. In order to maintain the scholarship, the recipient must be a full-time student and have a 3.0 QPA.

Erskine Bowles Endowed Scholarship

The University of North Carolina at Pembroke established this scholarship in honor of the Donor with funds contributed to the University to assist students in financial need seeking a degree at UNCP. The recipients will be selected solely on their demonstrated financial need. There is no restriction of major, QPA, year of study, status or residency.

Braves Disabled Student Enrichment Endowed Scholarship

The Donor wishes to establish this scholarship to enhance the social and educational opportunities available to disabled students attending UNC Pembroke.

The recipient will be full a time student enrolled at UNCP, either graduate or undergraduate, maintaining a minimum 2.5 QPA and with demonstrated financial need. Full time status consists of students taking a minimum of 12 semester hours or students with reduced course load approval from the Department of Social Services. There is no restriction of residency, or major. The recipient shall be classified as a sophomore through graduate student. The award will be made half in the fall and half in the spring and is renewable as long as the above criteria are met and student is in good standing with the University.

Pattie L. Brayboy Endowed Memorial Scholarship*

This scholarship was established in memory of Pattie L. Brayboy, a graduate of UNC Pembroke, class of 1967. Mrs. Brayboy was an outstanding educator and guidance counselor. She was respected by her students and peers and was dedicated to the intellectual development of her students for 21 years. The scholarship is to be awarded annually to graduating seniors from Purnell Swett High School who will be entering UNC Pembroke. The students must have an overall B average in their senior year plus a strong recommendation from the guidance counselor and principal. The recipient shall demonstrate financial need.

Charles I and Betty F. Bridger Endowed Scholarship*

This scholarship was established to provide the opportunity to attend UNCP to an individual from Bladenboro and/or Bladen County. The donors believe that education is essential and has an everlasting impact on the future.

The recipient must meet University academic standards and be in financial need. First preference is given to a freshman. The award is then renewable.

Judge Dexter Brooks Scholarship*

This scholarship was established in honor of Judge Dexter Brooks to provide financial support for low-income individuals in Robeson County who are eligible to attend The University of North Carolina at Pembroke. Eligible recipients of this scholarship must maintain a minimum 2.5 QPA and be full-time students. Awards of up to full tuition and fees, to occur half in the fall semester and half in the spring semester, will be made to undergraduate students and are renewable.

Peter Brooks Endowed Memorial Scholarship*

The Peter Brooks Endowed Memorial Scholarship was established in 1993 by family and friends as a living memorial to Peter Brooks. Peter Brooks was known in the community as a protector of freedom, a servant of the people, and a proponent of education. He was genuinely concerned about the welfare of others and encouraged continuing education. His philosophies form the hallmark of this scholarship, which is awarded to a part-time student who is working toward an advanced degree or alternate degree in a health-related area. The recipient must be an individual who lives or works in Robeson County and who demonstrates a spirit of community and civic responsibility. Awarded by HCAP. Awards are renewable.

Kathleen Price and Joseph M. Bryan Family Foundation Endowed Scholarship

Though the Bryan Family Foundation concluded their work in 2000, this endowed scholarship fund continues to provide support to disadvantaged students attending UNC Pembroke. The scholarship award is based on academic aptitude, as indicated by a sound scholastic record, and appropriately documented financial needs.

Becky B. Bullard Endowed Scholarship*

The Donor wishes to establish an award which will assert her belief in the enduring value of education, and at the same time honor the memory of her late husband, Clifford Bullard, who shared her belief in the life-affirming usefulness and worth of a college education. This endowed scholarship is meant to encourage a young man or woman who has the desire to attain an education to make that goal a reality. The donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a good educational foundation.

Candidates for award of this scholarship shall be full-time undergraduate students entering their freshman year of study at the University of North Carolina at Pembroke or transfer students coming to UNCP to complete their course of study. The candidate must have graduated from a high school in Anson or Union counties in North Carolina and must meet UNCP admission standards. There is no preference of subject major, and the candidate does not have to be of demonstrated financial need.

The award is renewable to the candidate for four years of study at UNCP, or, if eligibility by virtue of a 2.5 average is not maintained, can be re-awarded to a student whose high-school career was in Anson or Union counties.

Wayland H. Cato, Jr. Endowed Scholarship Fund

Scholarship awards from the Wayland H. Cato, Jr. Endowed Scholarship Fund shall be restricted to full and part-time degree-seeking undergraduate students of UNCP who have financial need (as defined below). Financial need, as defined herein, is expressly not limited to students meeting government assistance (i.e., Pell Grant) criteria. Financial need, as defined herein, shall expressly include students whose income exceeds government assistance criteria, but who can demonstrate a quantifiable need for assistance. Financial need shall be determined by UNCP by evaluating family factors (i.e., family household income, number of family members, number of family members in institutions of higher learning, and ability of the family to contribute) and other types of eligible assistance (including federal and state funds as well as other institutionally controlled scholarship funds received by the student) in relationship to the student's and the student's family's total cost for

the student to attend UNCP.

Preference for scholarship awards will be given to students who show evidence, either in the past or at the present time, of having demonstrated 1) a commitment to a strong work ethic through meaningful work experience in the public or private sector, and 2) a commitment to volunteerism through performing meaningful community service without compensation.

Caton Family Endowed Scholarship*

The scholarship is to be given annually to a student who resides in Robeson County, intends to major in education, and was a Regional Finalist for the NC Teaching Fellows Program with UNCP listed as a 1-5 choice. The hope is that one of the many students who did not receive the NC Teaching Fellows Scholarship, but who nonetheless has excellent qualifications, may have a real need for this scholarship. The donor would like the Director of Teacher Recruitment and/or Teaching Fellows Program Director to bear the following criteria in mind when selecting the recipient (though not all of these attributes need to be present in every recipient; the Director may use his or her judgment): The recipient might be the child of blue collar parents, and may not always have been an exceptional student. The recipient should be in need of financial assistance. The award may be renewed as long as the recipient continues as an education major.

Sam Cernugel Endowed Memorial Scholarship*

The scholarship was established by family and friends to honor the memory of Sam Cernugel of Fairmont. Mr. Cernugel spent much time working to improve the quality of life in and around his home in Robeson County.

The recipient of the scholarship shall be a full time undergraduate in financial need who meets all academic requirement of the University. First priority will be given to a student who is a member, or the child of a member, of the First Baptist Church, South Main Street, Fairmont. Failing a qualified candidate, the recipient will be a resident of Robeson County. The award is renewable.

Oscar and Margie Chavis Endowed Memorial Scholarship*

The Donor, a proud graduate of UNCP in 1947 and retired school teacher, has taught children who were academically capable of attending college but who could not attend due to their financial circumstances. Having been a teacher, she knows the value and importance of education as part of one's future. The Donor is proud to know that this scholarship will help countless students realize their dream of a post-secondary degree and is honored to establish this scholarship in memory of her parents who sacrificed in order that she and her siblings could obtain a college degree.

The recipients of the Oscar and Margie Chavis Endowed Memorial Scholarship shall be residents of North Carolina who are of demonstrated financial need. First preference shall be given to a member of a state- or federally-recognized American Indian tribe. Recipients must maintain a 3.0 QPA and be full-time undergraduate students in the sophomore, junior, or senior year of study. The award will occur half in the fall and half in the spring and is renewable as long as funds are available. There is no restriction of major or field of study.

Converse, Inc. Endowed Scholarship*

Endowed by Converse, Incorporated, Lumberton, NC, this scholarship is awarded annually to Robeson County Residents who consistently maintain an average of 3.0 or above. Open to all races and academic majors, the scholarship may be renewed as long as recipients make satisfactory progress toward completion of their degrees. It is understood that preference will be given to qualified students who are sons or daughters of former Converse employees and that financial need will not necessarily be a factor in the selection process.

Charles Gregory "C.G." Cummings, Jr. Endowed Memorial Scholarship

The scholarship was established in 1993 in memory of Charles Gregory "C.G." Cummings, Jr. by his family, Purnell Swett High students, faculty, and friends in his honor. "C.G." was 16 years old and a junior at Purnell Swett High. He was respected and loved by students and faculty. "C.G.'s" warm personality, caring attitude, and his involvement in church, school and community programs made a lasting impression on students, family and his many friends in the community. The

scholarship is also in memory of "C.G.'s" friend Ray Ransom.

The scholarship is open to any academic major, and awarded annually to a deserving student who demonstrates qualities of leadership, humanitarianism, and who has met academic requirements.

Jerry Daniel Scholarship*

This scholarship was established to support The University of North Carolina at Pembroke and honor Jerry Daniel, a UNCP graduate in the class of 1968 and long-time coach at West Montgomery High School. The award will support a West Montgomery High School student entering his or her freshman year of study as a full-time undergraduate student. If a freshman cannot be identified, it will be renewed to a previous recipient.

The Danford, Sr., and Reece Graham Dial Family Endowed International Scholarship*

The Donors wish to honor the memory of their parents/grandparents, Mr. Danford Dial, Sr., and Mrs. Reece Graham Dial, who were dedicated to their family, to education, and to the community. Mr. and Mrs. Dial believed strongly in the value of an education, so much that Mr. Dial led the drive to save UNCP's historic landmark Old Main building from destruction. They also had strong faith, attended church without fail throughout their lives, and believed in teaching these values to their children.

Through this scholarship, the Dial children and grandchildren wish to provide the opportunity for an education to students from around the world. The recipient will be an international student. Failing a qualified international candidate, consideration will be given to Native American students from Robeson County, North Carolina. Criteria for award include consideration of financial need and scholastic achievement. A minimum University QPA is required. Students may be either part-time or full-time, undergraduate or graduate. It is preferred but not required that the recipient be a freshman with renewal of the scholarship each year provided all criteria are met. There is no required field of study with this scholarship. One award, not to exceed $500.00, will be made half in the fall and half in the spring. The number and amount of awards will increase incrementally with the endowment. The Financial Aid Office will screen and select recipients. The Donors may recommend or refer candidates from time to time but will not be involved in the selection process or decision.

Ruby Carter Dial Endowed Memorial Scholarship*

The Donors wish to recognize distinguished service to education as a teacher, administrator, counselor and mentor to young people. Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, who are either full-or-part time undergraduate students in their junior year of study, and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The $500.00 annual award is merit based; candidates do not have to be of financial need. First preference will be given to a resident of Robeson County who is a member of a state- or federally-recognized American Indian tribe and enrolled in the teacher certification program, not receiving other financial aid, with demonstrated community service, involvement and experience in American Indian Youth programs and activities. The award will be made half in the fall and half in the spring and the award shall not exceed $500 per year. The award will be renewable if funds are available.

Alfred R. and Francine A. Dunlavy Endowed Scholarship

The Donor wishes to recognize her parents, Alfred R. and Francine A. Dunlavy, whose encouragement and example had a profound influence on the donor's life. Mrs. Dunlavy was a first-generation college student, the daughter of Sicilian immigrants; she was recipient of a full scholarship to Barnard College, as well as scholarships to the University of Madrid and the Sorbonne in Paris. She was grateful all her life for these educational opportunities. She was a New York City school teacher of Spanish and French, and she worked tirelessly with non-profit organizations to establish and protect human rights in Latin America. Mr. Dunlavy was a very successful businessman in the hearing aid field; he held four patents on hearing aids that were designed to amplify only high tone hearing losses. Despite his successes, he always regretted never having had the opportunity to attend college.

The recipient of the Alfred R. and Francine A. Dunlavy Endowed Scholarship will be a first-generation college student and have and maintain a minimum of 3.0 QPA. Incoming freshmen as well as current students will be eligible. The award is renewable.

Paul R. And Lee Givens Endowed Scholarship

Established by Paul and Lee Givens, this scholarship is awarded annually to an academically gifted student. The scholarship may be renewed as long as the recipient maintains a 3.0 QPA or better. The decision regarding renewal will be made annually.

Dr. Paul R. Givens holds the position of Chancellor Emeritus, having served as Chancellor from 1979-1989 at UNC Pembroke.

Linda Gail Hammond Endowed Memorial Scholarship*

This scholarship was established in 2001 to honor the memory of Linda Gail Hammond and to provide financial support for low-income individuals in Robeson County, NC who are eligible to attend the University. First consideration for award will be given to members of the Lumbee Native American Tribe who are residents of Robeson County, North Carolina. Second consideration will be given to other members of the Lumbee Native American Tribe. Third consideration will be given to other residents of Robeson County, NC. Recipients must maintain a minimum of 2.5 QPA, be full time students and demonstrate financial need. The awards will occur half in the fall semester and half in the spring semester; will be made to students in the freshman year of study; and, are renewable.

Allison P. Harrington Endowed Scholarship* (Not to be awarded until Fall 2014)

The Donor wishes to make a major contribution to students at The University of North Carolina at Pembroke by establishing an endowed scholarship that will provide an award to one student per year. This scholarship is being established because of the Donor's strong belief in education.

The recipient of this scholarship will be a resident of Robeson or Brunswick Counties and a full-time undergraduate student with a 3.0 QPA at The University of North Carolina at Pembroke. The recipient can be in any year of study, and there is no preference to subject major. Financial need is not considered. The award is renewable as long as funds are available and the recipient continues to meet the criteria as established. The award is given annually.

Mary Ann Hubbard Endowed Scholarship

This scholarship is given by James and Ellen Hubbard in memory of their daughter, Mary Ann Hubbard, who met a tragic death during her senior year in college. It is given in appreciation for her African-American roommate who meant so much to her during her illness. The scholarship is awarded annually to an educationally challenged student. The recipient must meet current academic requirements and be in financial need. It is renewable. This scholarship is designed to encourage academic perseverance.

Jeriad Paul Jacobs Endowed Memorial Scholarship*

The Donors wish to honor the memory of their son by establishing the Jeriad Paul Jacobs Endowed Memorial Scholarship. Jeriad was a brave, modern-day Indian warrior who died in Iraq while serving his country as a member of the US Marine Corps. He possessed a number of passions, two of which were his family and his American Indian heritage. Jeriad was a poet who, in his brief 19 years, wrote numerous poems that expressed yet another true passion—life. Even though he loved his "Indian people," Jeriad also believed in loving and helping all people.

Candidates for award of this scholarship shall be members of a state- or federally-recognized American Indian tribe and residents of Robeson County, North Carolina. Candidates must show demonstrated financial need and must be full-time undergraduate students in any year of study and maintaining at least the minimum university standard QPA. There is no restriction to major or field of study.

Herman and Louise M. Jenkins Endowed Memorial Scholarship*

This scholarship was established by the family as a living memorial in honor of Herman and Louise M. Jenkins who were life-long residents of Richmond County, NC. It is designed to help students who are in need of financial assistance to continue their education at UNC Pembroke. First preference will be given to students from Richmond County who are planning to teach in Richmond County. Students must demonstrate that they are deserving of this award on the basis of achievement, motivation, and hard work.

The Jump Start Endowed Scholarship Fund

The Donor wishes to establish a scholarship designed for any student with a strong desire for an education and of financial need. The Jump Start Endowed Scholarship Fund is designed for persons who have a strong desire for a college education and want to give it a try. The Donor believes that often average students, who have the desire to work hard, are deserving of aid even though they may not be the most academically talented of students. Therefore the recipient(s) shall be undergraduate students who meet or exceed minimum University standards. The candidate may be a recent high school graduate or may have been out in the working world for several years. The high school record is not the basis for this scholarship (as long as the applicants have the minimum requirements for UNCP admission); it is based on motivation. The award is available to students for any year of study and any major. The scholarship application must contain a letter expressing the applicant's desire for a college degree with the reasoning for this realization. The scholarship award shall equal tuition and fees for one semester to one student initially. If the candidate succeeds and motivation continues, the scholarship is renewed each semester as long as there are sufficient available funds.

David K. and Elizabeth H. Kuo Scholarship

The Kuo family and their friends wish to honor the memories of Dr. David K. Kuo and Dr. Elizabeth H. Kuo by establishing this scholarship. Dr. David Kuo was a professor of Biology, and Dr. Elizabeth Kuo was a professor of Geography. Together, they served The University of North Carolina at Pembroke for a combined total of 59 dedicated years. Throughout their lifetimes, Drs. David and Elizabeth Kuo enriched and inspired the lives of numerous students, fellow faculty members, and the staff at UNC Pembroke.

Eligible recipients of this scholarship are full-time undergraduate students in any year of study. Financial need or specific major are not considerations for this honor. The award is renewable contingent upon sufficient funds being available.

Lance Foundation Endowed Scholarship*

The Lance Foundation scholarship fund was established in support of disadvantaged students attending UNC Pembroke. This scholarship is open to students from the Charlotte/Mecklenburg County area. It is based on academic aptitude as indicated by a sound academic record and financial need.

Faye Nye Lewis Endowed Scholarship

The scholarship, generously supported by Ms. Lewis, is awarded annually to a sophomore ROTC candidate who has completed his or her freshman year as a Reserve Officers Training Corps (ROTC) student. It is to provide funds for the student's sophomore year as an ROTC cadet and is based on his/her overall achievement.

John Winston and Addie Mae Locklear Memorial Endowed Scholarship*

The scholarship was established by loving family members in memory of John Winston and Addie Mae Locklear, parents who believed in the value of education. It is available to all majors with a 3.0 QPA or better. The recipient must be a North Carolina resident and a full time student. The award is renewable annually.

Stacy Ryan Locklear Air Force ROTC Endowed Scholarship Fund*

The Donors wish to establish a scholarship to honor the memory of Stacy Ryan Locklear, who profoundly impacted the lives of his father, family, and friends. Ryan was a vibrant 3-year-old who passed away unexpectedly on July 25, 2004. He was proud of his dad, who was commissioned an Air Force officer in 1989 through the UNCP Air Force ROTC Program.

The Air Force ROTC (AFROTC) curriculum teaches leadership, follower-ship, communication skills, management, and a myriad of other essential skills and is designed to prepare students to assume positions of increasing responsibility in the modern Air Force.

Candidate for award of this scholarship shall be a member of a state- or federally-recognized American Indian tribe and a resident of Robeson County. The candidate shall be a full-time, undergraduate student in the junior or senior year of study participating in the Air Force ROTC

Program at The University of North Carolina at Pembroke. The candidate shall maintain a 3.0 QPA and must be of demonstrated financial need.

Dennis Lowery and Family Endowed Scholarship*

The Donor wishes to replace a previously non-endowed scholarship, established in March 2001, with an endowed scholarship in order to provide assistance to local students in higher education in perpetuity; therefore, the Donor has re-established the Dennis Lowery and Family Scholarship as the Dennis Lowery and Family Endowed Scholarship.

Candidates for award of this scholarship shall be Native American residents of Robeson County, NC, from the Pembroke, Prospect, or Magnolia communities. Candidates will be selected based upon financial need. The candidate will be a full-time student in the junior or senior year of study, with no restriction of major and maintaining a 2.5 QPA. Awards will be renewable if funds are available.

Sarah Locklear Lowery Endowed Scholarship

The Donors wish to recognize Mrs. Sarah Locklear Lowery by honoring her life as a long-time educator and one of the first 500 graduates of Pembroke State College (now UNC-Pembroke). Mrs. Lowery was an elementary school teacher for over 32 years; 28 years with the Public Schools of Robeson County in North Carolina and 4 years with the Baltimore County Schools in Maryland. She is a member of Prospect United Methodist Church and has been active in community service projects all her life.

The recipients will be either full or part-time undergraduate students maintaining a 3.0 University QPA standard. There is no restriction of residency, major, or year of study. The award is non-renewable and is based on demonstrated financial need.

Zeb Lowery Endowed Scholarship

This scholarship was established by Dennis Lowry in 1999 in memory of his father Zeb Lowry. The recipient of the scholarship shall be a full-time student. The recipient must maintain at least a 2.5 QPA to receive and renew the award. The scholarship is based on financial need.

Burleigh and Pearlie Lowry Endowed Memorial Scholarship

The Donors wish to memorialize their parents' love, dedication and faithfulness to Harper's Ferry Church, and their realization for the opportunities that are provided through educational pursuits, by establishing the Burleigh and Pearlie Lowry Endowed Memorial Scholarship.

The recipients of the Burleigh and Pearlie Lowry Endowed Memorial Scholarship shall be selected on the basis of the following priorities: (1) first- demonstrated financial need; (2) second - a membership or family membership in Harper's Ferry Baptist church; and, (3) third - first preference given to a resident of Robeson County, North Carolina.

Reba M. Lowry Endowed Scholarship

Established by Ira Pate Lowry in memory of his wife, Mrs. Reba M. Lowry, who served UNC Pembroke for many years as Dean of Women and Chairman of the Department of Foreign Languages, this scholarship is awarded annually to a student based on scholarship and need.

Dr. Gerald Dean Maynor Endowed Memorial Scholarship*

This scholarship was established by the family of Dr. Gerald Dean Maynor, former Chair of the Education Department of UNCP, in honor of his belief in the importance of education and his desire to help others succeed. The recipient of the scholarship will be a resident of Robeson County and a graduate of Purnell Swett High School. The recipient will be a full time undergraduate student with a minimum 3.0 QPA. The award is renewable.

Maria Frances Johnson McCrimmon Memorial Endowed Scholarship*

The scholarship was established in memory and honor of Maria Frances Johnson McCrimmon, an alumna of UNCP, by her husband John H. McCrimmon, Sr. First preference for recipient(s) of the scholarship shall go to students from Bladen County, North Carolina. Failing qualified or sufficient numbers of applicants, next preference is to students from North Carolina, the United States and, finally, anywhere worldwide. The award is available to students of any year of study and is renewable.

John Foy McMillan Endowed Scholarship*

The Donor wishes to honor the memory of her younger brother by establishing this scholarship. John, whose life was tragically taken in an automobile accident on Valentine's Day 2009, was a man of strong moral character. Raised by his mother and three siblings, John possessed a strong work ethic. After the military, he worked to put himself through college, graduated with a bachelor's degree from UNCP, became an employee of the University and later earned a Master's degree. John had a humble spirit, never speaking a harmful word to anyone, and went out of his way to help a colleague. He was polite, sincere, honest, positive and a proud UNCP employee. As Director of New Student and Family Orientation at UNCP John helped new students transition into university life by assisting with student placement testing, advising, registration and orientation. John loved his dogs. He was a member of Masonic Lodge 501 and First Baptist Church in Red Springs. Through this scholarship, John's legacy will continue to live within us and throughout the halls of UNCP; and, numerous students will receive funding that will help them obtain their dream of a college degree.

The recipient of the John Foy McMillan Endowed Memorial Scholarship shall be a lifelong resident of Robeson County, of part-time status, and maintaining a 3.0 QPA. There is no restriction of major or year of study. The recipient shall have been raised in a one-parent household and be of demonstrated financial need. This scholarship is renewable as long as funds are available.

Zula Lee and Thomas C. McRae Endowed Memorial Scholarship*

The scholarship was bequeathed to UNC Pembroke by Mr. McRae in memory of himself and his wife, Zula Lee McRae. The scholarship is awarded annually to an economically disadvantaged African-American student, with priority given to a resident of Robeson County.

Allen and Barbara Meadors Endowed Scholarship*

The scholarship is available to freshmen entering the university with a 3.5 or better high school grade point. The recipient must be a resident of Pembroke or Robeson County, North Carolina. Recipient must maintain a minimum 3.0 QPA for the award to be renewable.

Velva Dean Morgan Endowed Memorial Scholarship*

The Donor wishes to recognize her deceased sister, Velva, by establishing this scholarship in her memory: "She was a wonderful sister and I want her name to be remembered for many years to come."

Velva felt that her education was one of her greatest achievements and was very proud of this accomplishment. She was very meek when she first enrolled in college. Finding money to attend college was hard to do in the 60's. Velva struggled with money for her education and didn't know, from year to year, if she would be able to afford to continue. Student loans and other means of financial support were virtually non-existent. Velva did graduate from Pembroke State College in 1967, was successful in her life, and never forgot her humble beginnings.

Velva would want to help students who are having the same monetary struggles she had; someone who would not be able to attend college without the help of her scholarship. This scholarship was one of the things she requested to be established through her estate. Velva wanted a recipient who is eager to achieve and succeed, who works hard, and who has high standards.

The recipient of this scholarship shall be a resident of North Carolina and a full-time student maintaining a minimum of 3.0 QPA. This scholarship is based on proven financial need and is renewable as long as the recipient continues to satisfy the criteria set forth in this agreement. There is no restriction of major or year of study.

North Carolina Native American Endowed Scholarship*

This scholarship was established in 2000 by a gift from UNCP alumnus Christopher Kirks and funded by individuals and corporate donors to provide financial assistance to members of North Carolina Native American tribes who may otherwise not be afforded an education. Criteria for award of these scholarships include: that the recipient(s) be of NC Native American ancestry with distribution equally among all NC (recognized) Indian tribes represented. The recipient(s) must be full time undergraduate students with a minimum QPA and a demonstrated financial need. There is no preference regarding subject major or year of study.

Earl Hughes Oxendine Endowed Memorial Scholarship*

The Earl Hughes Oxendine Endowed Memorial Scholarship was established in 1991 by family and friends to honor this long-time educator who graduated from UNC Pembroke in 1957. Awards will be made to deserving students from the region who demonstrate qualities of leadership, service, and integrity. Recipients must receive the recommendation of their high school advisor or principal. Awards will normally be renewed to the recipient as long as h/she remains in good standing at the University. Decisions for renewal will be made annually.

The Mr. and Mrs. Jesse Edward Oxendine Endowed Scholarship

The Donors wish to assist students who are interested in pursuing a medical career, with preference in the area of pre-Pharmacy. Candidate selection shall be based upon: full-time enrollment; either undergraduate or graduate status; pursuing a medical career (pre-Pharmacy preference); adherence to a 2.5 QPA; and financial need. Should there be two candidates of equal qualifications, first preference shall be granted to a Native American. There is no preference of residency or year of study. The scholarship shall be renewable.

Louis and Millie Oxendine Endowed Scholarship*

The scholarship was established by Louis S. Oxendine because of his belief in the importance of education and the desire to assist a student at UNCP. The recipient must be a resident of North Carolina and an undergraduate. Initial award will be to a student with a 3.0 QPA and with financial need. First preference is given to a freshman. The award is renewable as long as the student maintains an academic average of 2.5 QPA after the junior year.

David D. Parke Endowed Scholarship*

This scholarship was established in memory of David D. Parke. Mr. Parke was a pre-med student at Washington University in St. Louis, Missouri, when he was drafted into the service during the Korean War; he was listed as Missing in Action in 1952. North Carolina residents or military-affiliated students enrolled in their junior or senior year of study with the intention of pursuing a health career are eligible to receive this renewable award. Recipients must maintain a minimum of 3.3 to 3.5 QPA and be full-time undergraduate students. The applications will be promoted through the HCAP program prior to being screened through the Financial Aid Office.

Pembroke Business and Professional Women's Organization Career Advancement Endowed Scholarship

The Donor wishes to provide financial assistance to a mature woman who needs further education to obtain a promotion, to change to a more promising career field, or to return to the job market.

The recipients of the Pembroke Business and Professional Women's Organization Career Advancement Endowed Scholarship will be residents of Robeson County, NC, with a demonstrated financial need and a major in any field of study, with first preference to Native American students. Recipients must maintain a minimum University QPA, be in their junior year, and be full-time undergraduate students. The award of $500.00 will occur half in the fall and half in the spring and is renewable.

Pembroke High School Class of 1961 Endowed Scholarship* (Not to be awarded until Fall 2014)

This scholarship is established by class members and friends as a legacy to honor the memory of class members and the high school that was established for Indian students in Pembroke, North Carolina, in 1924. Students were housed in the Indian Normal School, a state owned building. A new building was completed and dedicated in 1939. The completion of Pembroke High School enabled the Indian Normal School to separate its secondary and college branches. Pembroke High School launched its twenty-nine year journey with a faculty of eight and 229 students in grades eight through eleven. The intent of this scholarship is to establish an award which will affirm and promote the belief in the enduring value of education and to commemorate the memory and legacy of the Pembroke High School Class of 1961.

This endowed scholarship is meant to encourage and inspire recipients to recognize the relevance

and the importance of the contributions of Pembroke High School graduates to this country and the belief that education is a means of broadening horizons, pursuing a meaningful career, and advancing the quest to serve all humanity.

Candidates for this scholarship shall be graduates of Purnell Swett High School pursuing an undergraduate degree at The University of North Carolina at Pembroke; must have a GPA of 3.0 and maintain a 3.0 GPA as a junior and senior; and must demonstrate financial need. Recipients shall be enrolled members of a state- or federally-recognized Indian tribe. Recipients must have residential status from Robeson County. If there should be no qualified American Indian candidates, the scholarship would not be awarded.

Julian T. Pierce Endowed Memorial Scholarship*

This scholarship was established by the trustees of the Julian T. Pierce Memorial Fund for the purpose of creating a living memorial to Julian T. Pierce. Mr. Pierce, a Lumbee Indian, was a humanitarian with great courage and foresight who demonstrated his concern for the poor and the underprivileged in Robeson County, NC.

The scholarship is to be awarded annually to a resident(s) of Robeson County, who is/are in financial need, and has/have demonstrated scholastic and leadership abilities. The scholarship provides the student(s) with full tuition for an academic year. It will normally be renewed each academic year providing the recipient(s) maintain a 3.0 QPA or better.

Gilbert D. Prevatte Endowed Memorial Scholarship*

The donors wish to honor the memory of Mr. Tony Prevatte's brother, Gilbert D. Prevatte, a 1979 UNCP graduate. Eligible candidates are residents of Robeson County, NC, enrolled as full-time undergraduate students in any year of study. The recipient must maintain a 3.0 QPA and may major in any area of study. The amount of this scholarship will be awarded in two allotments: half in the fall semester and the remaining half in the spring semester. The award will be renewable if funds are available.

The Percy Richardson Endowed Memorial Scholarship

The Donors wish to assist in providing educational opportunities to Native American college students at The University of North Carolina at Pembroke, an accredited four-year University. Candidate selections shall be based upon the following criteria: (1) first preference shall be to Native Americans who are affiliated with a State Recognized Tribe or Terminated Tribe (as evidenced by proof of Tribal enrollment) situated on the East Coast as far west as the Ohio state line, second preference shall be to Federally recognized Native Americans, and last option would be to other students seeking to secure a degree with emphasis on American Indian Studies; (2) no subject major preference unless the scholarship is not awarded to a Native American, in which case, the recipient would have to be seeking a degree with emphasis on American Indian Studies; (3) a minimum University standard QPA; (4) no preference to year of study and is renewable for three additional years (total of four years); and, (5) full-time undergraduate status. Applicant must carry at least 12-16 credits, depending upon the University's requirements for full-time status. If a freshman, the recipient is required to utilize the scholarship within nine months after high school graduation. If the recipient experiences a medical or family hardship and withdraws from school, the recipient is required to return to school within one year in order to retain the scholarship.

Saint Albans Masonic Endowed Scholarship*

The members of the Lumberton St. Albans Masonic Lodge established this scholarship to help deserving youth in Robeson County, North Carolina receive a quality education. Criteria for award of these scholarships include residency in Robeson County, North Carolina and a minimum University standard QPA The recipient(s) shall demonstrate financial need, be in their freshman year of study and be registered as a full time student. Two scholarships will be awarded with award occurring half in the fall and half in the spring. The scholarship is not renewable.

Oscar R. Sampson Endowed Scholarship

Established by the family and friends of Oscar R. And Susie J. Sampson, this award is to be

presented annually to a Native American student who has met all admission requirements to enroll, or who is currently enrolled at UNC Pembroke. The recipient must possess those qualities of integrity, leadership, scholarship, and service that Mr. Oscar R. Sampson held so dear. The recipient must be in need of financial assistance. The award will cover tuition and fees for the academic year.

R.E. Smith, Jr., and Cora T.Y. Smith Endowed Scholarship

This scholarship has been designated for an academically talented Native American student demonstrating financial need. Funded by the S.C. Dames of the XVII Century, this scholarship was established in memory of R.E Smith, Jr., and Cora T.Y. Smith. Mrs. Smith was a former member of many genealogical societies. She was well loved and respected by all who knew her.

Staff Council Scholarship

Established to honor the staff and family members of UNCP staff, candidates for this award are full-time staff members (who have successfully completed probation) or the child or spouse of such a staff member. High school graduates applying must have a 2.0 GPA.

Student Book Scholarship

This scholarship was established by donors who observed that students struggling to pay tuition and fees may be unable to afford their textbooks. Any student may apply for this annual scholarship through the Financial Aid Office.

Earl A. And Ophelia Thomas Endowed Scholarship

Earl A. Thomas graduated from Pembroke Indian Normal School (the predecessor to today's UNCP) in 1934 while his wife Ophelia Thomas graduated in 1933. Named in their memory, this scholarship is awarded annually to two academically talented Native Americans, first preference to one male and one female, who demonstrate a need for financial assistance. Recipients must maintain a minimum 3.0 QPA and is renewable.

UNCP 50th Class Reunion Gold Endowed Scholarship

On behalf of the UNCP alumni, the Donor wishes to establish an endowed fund into which all 50th Class Reunion participants, and their friends or family, can make contributions during their respective homecoming years. The Class of 1956 shall be the first 50th Reunion Class to contribute to this fund and shall therefore be credited with establishing this endowment in conjunction with the Office of Alumni Relations.

Candidates for award of this scholarship shall be either full-time or part-time, graduate or undergraduate students in any year of study, in any field or major and maintaining at least the minimum university standard QPA at The University of North Carolina at Pembroke. First consideration shall be given to candidates of demonstrated financial need who are not receiving federal grant assistance. There is no restriction of residency.

UNCP Friends of the Library Generalist Endowed Scholarship

The Donor wishes to establish the UNCP Friends of the Library Generalist Endowed Scholarship, an endowed fund, to assist at least one undergraduate student per year at UNCP, depending upon fund availability. The purpose of this fund is to provide financial assistance to an undergraduate student who is not the recipient of a merit scholarship.

Candidates for consideration of this award shall be full-time undergraduate students in the sophomore, junior, or senior year of study at UNCP meeting a 3.0 minimum QPA standard restriction. Candidates may be pursuing a degree in any major. Candidates do not have to demonstrate financial need, and the award is renewable, but candidates must reapply each semester.

When awarded, the award shall be $500.00 per student per award and shall be credited to the recipient's account.

This scholarship is awarded annually. The deadline for scholarship applications is March 1. The applications are evaluated based on a point system established by the Board of Directors of the Friends of the Library and are judged by three members of that body and approved by the entire Board. Winners are announced and introduced at the annual benefit evening of the Friends of the Library, held during National Library Week in April. (addition)

Dr. Sylvester Wooten Omega Psi Phi Scholarship

The Donors wish to: honor Dr. Sylvester Wooten by establishing this scholarship in his name and provide financial assistance to members of Omega Psi Phi enrolled at The University of North Carolina at Pembroke.

The recipients of the Dr. Sylvester Wooten Omega Psi Phi Scholarship shall be XM members of Omega Psi Phi. If no recipient is identified within the organization for a given academic year, the award will be held until an academic year in which a recipient can be identified within Omega Psi Phi. The recipients must maintain a minimum 2.5 QPA and be of demonstrated financial need. There is no restriction of residency, major, year of study, or student status. The award is renewable if a new recipient cannot be identified.

COLLEGE OF ARTS AND SCIENCES

Cherry Laurel Endowed Scholarship

The Donors wish to recognize students who persevere, overcoming one or more significant personal obstacles during their first two years at UNCP. Inductees will not only receive scholarships, UNCP apparel, and recognition at the annual awards ceremony sponsored by the College of Arts and Sciences; they will also have the opportunity to advise the UNCP administration on matters related to student success and mentor other UNCP students faced with obstacles.

Each recipient will be a full-time student in his or her sophomore or junior year and must maintain a minimum of a 2.0 GPA. There is no restriction of residency, and financial need is not a consideration. The scholarship is renewable until the recipient's fourth year of enrollment at UNCP as long as the recipient continues to meet the aforementioned criteria.

DEPARTMENTAL SCHOLARSHIPS

DEPARTMENT OF AMERICAN INDIAN STUDIES

Adolph L. Dial Endowed Scholarship

This scholarship was established by Dr. Adolph Dial, the first chairman of the American Indian Studies Department at UNC Pembroke. The award is made annually to a student majoring in American Indian Studies.

Jane C. Oxendine Endowed Scholarship

The Jane Oxendine scholarship was established by the Pembroke Chapter of the UNCP Alumni Association in recognition of Mrs. Oxendine's dedication to the preservation of the American Indian culture. The recipient must have a major or minor in American Indian Studies. The recipient shall be enrolled in good standing at the University and be in need of financial assistance. The recipient must be actively involved in cultural activities on and off campus.

Thomas Oxendine Endowed Scholarship

The Thomas Oxendine Endowed Scholarship is established by family and friends to honor his distinguished military service and life contributions to American Indian people. The family's intent is to establish an award which will affirm and promote their belief in the enduring value of education with an appreciation for the academic discipline of American Indian Studies. The donor will commemorate the memory and legacy of the late Thomas Oxendine, who was the nation's first American Indian Navy fighter pilot. Thomas, a highly decorated officer who fought in WWII and in the Korean and Vietnam Wars served his country with distinction. This endowed scholarship is meant to encourage and inspire recipients to recognize the importance and relativity of American Indian's contribution to this country. The donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest to serve all humanity.

Candidates qualified for this scholarship award shall be an American Indian Studies major pursuing an undergraduate degree at the University of North Carolina at Pembroke. Recipients are required to maintain a 3.0 GPA and must be a sophomore or above in order to qualify for the

scholarship. The Department Chair shall establish a committee to determine the recipient that is most deserving based on the criteria stipulated. The award will be made annually.

William Lonnie Revels, Sr. Memorial Scholarship*

The Donor wishes to establish this scholarship—a tribute to her husband's lifelong commitment to education, entrepreneurship, and his American Indian heritage—to encourage and financially assist young American Indian students pursuing an education at UNC Pembroke.

The recipients of the William Lonnie Revels, Sr., Memorial Scholarship shall be native residents of North Carolina majoring in American Indian Studies, Education, or Business at UNCP. The awards should rotate within these majors—the first year awarded to an American Indian Studies major, the second year to an Education major, the third year to a Business major with a Concentration in Entrepreneurship, etc. Recipients must maintain a 2.5 QPA and be full-time undergraduate students in any year of study. The award will be made to an American Indian student of demonstrated financial need in the fall and is non-renewable.

Jim Thorpe Scholarship

This scholarship was established by UNCP professor and Thorpe scholar Dr. Robert Reising to reward a deserving student as well as to honor "the Greatest Athlete in the World." Jim Thorpe, a Sac and Fox Indian, Olympic and professional athlete, was a one-time resident of North Carolina. Criteria for award of this scholarship include a demonstrated financial need, full-time undergraduate student status, and, preferably, majoring in American Indian Studies. One scholarship will be awarded in the fall of the year. The scholarship is renewable.

DEPARTMENT OF ART

Gene Locklear Endowed Scholarship in Art

This scholarship was established by friends of Gene Locklear, a Pembroke native, former professional baseball player and renowned artist. Mr. Locklear's paintings, primarily depicting Native Americans, have owners worldwide and include the governor of North Carolina and baseball legend Pete Rose. One of Mr. Locklear's paintings was even selected to hang in the White House.

This scholarship is awarded annually to an Art major. The recipient is selected on the basis of artistic ability and/or need.

Laura Faye Lowry Locklear Scholarship in Art Education (not to be awarded until Fall 2012)

Mr. Harold B. Locklear wishes to honor his deceased wife, and the mother of his children, by establishing a scholarship in her name. Laura Faye was an educator with the Public Schools of Robeson County before sickness required her to leave the classroom on medical disability. Mr. Locklear also taught in the public school after four years in the Marines and after retiring as a Master Sergeant from the North Carolina Air National Guard.

The Donor wants to give a deserving and qualified student the opportunity to attend school by providing financial assistance. Mr. Locklear remembers the hardships he endured while working toward a post-secondary degree and wants to help lighten the burden for someone else.

The recipient of the Laura Faye Lowry Locklear Scholarship in Art Education will be either a full-time or part-time undergraduate student in the junior or senior year of study working toward a degree in Art Education. Recipients shall be natives of the Prospect Community in Robeson County and be willing to remain and work at Prospect Elementary School if the opportunity presents itself. The award is based on demonstrated financial need and is renewable as long as the recipient maintains the minimum University QPA standard.

Magenta Maynor Endowed Scholarship in Art*

Established in 2000 by her daughter, Dr. Jayne P. Maynor, this scholarship honors the memory of Magenta J. Maynor, a member of the UNCP class of 1949 who loved sharing the joy, beauty and enrichment of art with her students. The recipients of this scholarship will be residents of North Carolina with a major in art. Recipients must maintain a minimum of 2.5 QPA and be full time students. The two awards will occur half in the fall semester and half in the spring semester, can be made to students in any year of study and are renewable.

Paul Van Zandt Endowed Scholarship in Art

The Donors wish to honor Professor Paul Van Zandt, former Chair of the Department of Art, by providing a scholarship that will assist students in the achievement of their educational goals. Professor Paul Van Zandt was an esteemed artist and faculty member at The University of North Carolina at Pembroke for 35 years until his retirement in 2005. At the time of his retirement, Van Zandt had established his legacy as a teacher, mentor, sculptor and potter. For these reasons, and to thank him for his service, this scholarship has been established to promote education among students majoring in Studio Art.

Candidate for award of this scholarship shall be a full-time undergraduate student, in the sophomore, junior or senior year of study at The University of North Carolina at Pembroke declaring an Art Studio major. This candidate shall maintain a minimum 3.0 QPA. There is no restriction of residency and financial need should not be a consideration. The Department of Art Selection Committee reserves the right to renew this award to a previously qualified recipient.

DEPARTMENT OF BIOLOGY

Dr. Robert F. Britt Endowed Memorial Scholarship

The Robert F. Britt scholarship was established by family, students, and friends to honor the memory of long-time faculty member and Biology Department Chairman, Dr. Robert F. Britt. The scholarship is awarded annually to a Biology major who has shown interest in the Plant Sciences.

Ben Chavis, Grandmother Lela Locklear-Chavis, and Great-Great Grandfather John Archie Locklear/ Friends of the Library Endowed Scholarship

The Donor's intent is to establish an award in honor of Ben Chavis, his grandmother, Lela Locklear-Chavis, great-great grand-father John Archie Locklear and ancestors, for their outstanding service and contribution to provide educational opportunities for young people. This award is established to affirm and promote their belief in the enduring value of education and in the importance of applying oneself in order to achieve success. This endowed scholarship is meant to encourage and inspire recipients to perform at an optimal level of excellence and to provide financial support as they pursue their field of study. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a strong educational foundation.

Candidates qualified for this scholarship shall major in math or a science related field of study, pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that financial need is demonstrated; however, the Friends of the Library may use its discretion to determine the recipient which is most deserving. One award will be made annually.

GlaxoSmithKline, Inc. Women in Science Endowed Scholarship

The purpose of the GlaxoSmithKline, Inc. Women in Science Scholars Endowed Scholarship is to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession, and to provide students with a woman scientist mentor at GlaxoSmithKline, Inc. Students must have a GPA of 3.0 or better. Students' QPA must remain at 3.0 or better to be eligible to continue to receive the award.

James Porter Mathematics and Environmental Sciences Endowed Scholarship

The Donor wishes to recognize her father, whose guidance and example made a profound difference in the course her life has taken. James Porter's belief in the power of education influenced his daughter's decision to pursue advanced degrees, and ultimately played a huge role in her success. Equally important was this father's impact on the way his daughter attempts to live her life: with spirit, passion, perspective, and a love of God, life, family, and community.

The recipients of this scholarship will be students who have declared a major in mathematics, computer science, environmental science, the life sciences, or other related disciplines as they may be established at UNCP; maintain a minimum of 2.5 GPA; have demonstrated financial need; a preference should be shown for Native American students. The award is renewable.

Jepty Patrick Strickland Endowed Scholarship*

Ken Strickland, a businessman living in Mclean, VA, a native of Robeson County, and a graduate of Prospect High School class of 1959, wanted to provide an educational opportunity to UNCP students while honoring his father, Jepty Strickland. Therefore, he established the Jepty Patrick Strickland Endowed Scholarship.

His father, a Lumbee Indian, was a farmer in Robeson County and a lifelong member of St. Anna Church, believing strongly in the importance of religion in everyday life and in providing service to his community and fellowman. Mr. Jepty was committed to education for his children and worked diligently to provide guidance to his family towards that end.

Awards from this scholarship shall provide tuition assistance to candidates in their junior or senior year of study who are seeking a degree in: (1) teacher education; (2) Business; or (3) Science at UNC Pembroke. Through the year 2020, first preference shall be given to a candidate from a state- or federally-recognized American Indian tribe. However, in the absence of a qualified American Indian candidate, the scholarship shall have no racial or ethnic preferences. After 2020, this scholarship is open and available to all races, creeds and nationalities. The recipient must show promise, be of demonstrated financial need, and be a native or current resident of Robeson County. The recipient must maintain a minimum 3.25 QPA to be eligible for the scholarship. The scholarship is renewable as long as the requirements continue to be met.

Trinity Urgent Care and Family Practice Endowed Scholarship* (Not to be awarded until Fall 2015)

The Donor's intent is to establish a scholarship that will affirm and promote her belief in the enduring value of education in the field of Nursing and the sciences. The donor will commemorate the memory and legacy of her late mother, Viola Bullard Parsons, whose influence and encouragement inspired the Donor to pursue her dreams and aspirations.

This scholarship is meant to encourage and inspire recipients to recognize the importance and relativity of serving humanity through the field of medicine and/or healthcare clinical services. The funding is given in the hopes that recipients will continue in the quest of lifelong learning in this field of study and to provide financial support as they pursue their vocation and training. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career; but also in the quest for a future that is open to the many possibilities that come with a good educational foundation.

Candidates for this scholarship shall be members of a state- or federally-recognized American Indian tribe; nursing, chemistry, biology or pre-med majors pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that the recipient be of demonstrated financial need; however the department may use its discretion to determine the recipient who is most deserving. The award will be made annually.

UNCP Biotechnology Endowed Scholarship

The Donor wishes to recognize the efforts of Biotechnology majors and promote the advantages of Biotechnology as well as the advantages of higher education and the University of North Carolina at Pembroke. A longtime member of the UNCP faculty, Dr. Leonard Holmes is promoting the sciences, biotechnology, and higher education, as well as giving back to the university that has been the cornerstone of his professional life by providing him good fortune and friendships.

The recipient of the UNCP Biotechnology Endowed Scholarship will be a Biotechnology major. In the event a deserving Biotechnology major cannot be identified, the award will be made to a Chemistry major. Selection of the students will be made by the faculty of the Department of Chemistry and Physics. Recipients must maintain the minimum university standard grade point average and be full-time undergraduate students. The award will be made in any year of study and is renewable.

DEPARTMENT OF CHEMISTRY AND PHYSICS

Ben Chavis, Grandmother Lela Locklear-Chavis, and Great-Great Grandfather John Archie Locklear/ Friends of the Library Endowed Scholarship

The Donor's intent is to establish an award in honor of Ben Chavis, his grandmother, Lela Locklear-Chavis, great-great grand-father John Archie Locklear and ancestors, for their outstanding service and contribution to provide educational opportunities for young people. This award is established to affirm and promote their belief in the enduring value of education and in the importance of applying oneself in order to achieve success. This endowed scholarship is meant to encourage and inspire recipients to perform at an optimal level of excellence and to provide financial support as they pursue their field of study. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a strong educational foundation.

Candidates qualified for this scholarship shall major in math or a science related field of study, pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that financial need is demonstrated; however, the Friends of the Library may use its discretion to determine the recipient which is most deserving. One award will be made annually.

Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry*

This scholarship documents the Donors' wishes to support the area of study in which each of them specialized during their long and distinguished careers as faculty members. In 1963, Dr. Cecil Conley became the chairman of Pembroke State University's (now the University of North Carolina at Pembroke) Division of Science and Mathematics. Dr. Naomi Lee, also a PSU alumna, was dean of women and assistant professor in the PSA Business Department. Because of these ties to UNCP, the fact that they met and married while on the PSU campus, and because education had been their careers, these two now retired faculty members established the scholarships in 1993. It has been their hope that these scholarships will benefit young people from the area.

Candidates for The Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry shall be a Robeson County resident majoring in Chemistry, maintaining a 3.0 GPA, whose financial need may be considered but should not be a determining factor. The Selection Committee shall consist of a University Committee in consultation with the Chair of the Department of Chemistry and Physics. Dr. Cecil Conley shall be invited to participate in the final selection.

Jose and Dorothy D'Arruda Endowed Scholarship

The Donors wish to express their belief in the advantages of higher education and the University of North Carolina at Pembroke in particular by establishing a scholarship that will provide incentive and support to young people who are entering the sciences. As a longtime Professor of Physics and Chair of the Physical Science Department, Dr. Jose D'Arruda has an obvious attachment to his area of study. His friend and partner since the age of 16, Dorothy D'Arruda holds two degrees from UNCP and taught high school level science for many years. Both of these donors are lovers of the logic of science and have devoted a large part of their lives to the art of teaching. In the hope that they might instill a sense of wonder and pleasure at the principles of nature and encourage a sense of awe at the order and beauty contained in the universe, the D'Arrudas have made this commitment to education at UNCP.

The recipient of The Jose and Dorothy D'Arruda Endowed Scholarship will be an incoming or current student with a major (or an intent to major) in Physics. Recipients must maintain a minimum of 3.0 QPA and be full-time undergraduate students. The award will be made in any year of study and is renewable.

The Mary Ann Elliott Endowed Scholarship*

The Donor wishes to support a financially deserving engineering student. The recipients of The Mary Ann Elliott Endowed Scholarship will be residents of North Carolina studying toward a major in Engineering or Telecommunications-related field. Recipients must maintain a minimum of 2.5 QPA and may be full-time or part-time undergraduate students. The award will occur half in the fall

and half in the spring semester, can be made in any year of study and is renewable.

William Robert George, Sr. Endowed Memorial Scholarship

The scholarship was established by A. Fred George in loving memory of his father, William Robert George. Mr. George was a Chemical engineer whose commitment to excellence both professionally and personally was a positive example to everyone who knew him. His support and encouragement were the key factors behind his three son's success in the business world today. The recipient shall be a full-time undergraduate student majoring in chemistry. The recipient must be in financial need and maintain a minimum 3.0 GPA. The scholarship is renewable.

GlaxoSmithKline, Inc. Women in Science Endowed Scholarship

The purpose of the GlaxoSmithKline, Inc. Women in Science Scholars Endowed Scholarship is to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession, and to provide students with a woman scientist mentor at GlaxoSmithKline, Inc. Students must have a GPA of 3.0 or better. Students' QPA must remain at 3.0 or better to be eligible to continue to receive the award.

Linda D. Oxendine Memorial Endowed Scholarship

This scholarship was established in 1989 and endowed by contributions from family members and friends of the late Linda D. Oxendine, a long time UNC Pembroke employee with the Physical Science Department. It is awarded annually to an outstanding student majoring in Physical Science.

James Porter Mathematics and Environmental Sciences Endowed Scholarship

The Donor wishes to recognize her father, whose guidance and example made a profound difference in the course her life has taken. James Porter's belief in the power of education influenced his daughter's decision to pursue advanced degrees, and ultimately played a huge role in her success. Equally important was this father's impact on the way his daughter attempts to live her life: with spirit, passion, perspective, and a love of God, life, family, and community.

The recipients of this scholarship will be students who have declared a major in mathematics, computer science, environmental science, the life sciences, or other related disciplines as they may be established at UNCP; maintain a minimum of 2.5 GPA; have demonstrated financial need; a preference should be shown for Native American students. The award is renewable.

John E. Reissner Memorial Scholarship*

The Donors wish to honor their husband and father by establishing a scholarship in his memory. A professor emeritus in the Department of Chemistry and Physics, Dr. John Reissner joined the UNCP faculty in 1976 and continued to teach in the phased retirement program until his death in April 2006.

Dr. Reissner was dedicated to sharing the wonder of science with his students. The recipients of this scholarship will demonstrate an eagerness for knowledge and enthusiasm for learning, especially in the sciences. The ideal candidates will demonstrate a commitment to kindness, community service and/or the welfare of others.

The recipients of the John E. Reissner Memorial Scholarship will be residents of North Carolina with a declared or intended major in Chemistry at The University of North Carolina at Pembroke. Recipients must maintain a 3.0 QPA and be full-time undergraduate students, of demonstrated financial need, in the sophomore, junior, or senior year of study. The award is renewable.

Trinity Urgent Care and Family Practice Endowed Scholarship* (Not to be awarded until Fall 2015)

The Donor's intent is to establish a scholarship that will affirm and promote her belief in the enduring value of education in the field of Nursing and the sciences. The donor will commemorate the memory and legacy of her late mother, Viola Bullard Parsons, whose influence and encouragement inspired the Donor to pursue her dreams and aspirations.

This scholarship is meant to encourage and inspire recipients to recognize the importance and relativity of serving humanity through the field of medicine and/or healthcare clinical services. The funding is given in the hopes that recipients will continue in the quest of lifelong learning in this field of study and to provide financial support as they pursue their vocation and training. The Donor

believes that education is a means of broadening one's horizons, not only in the pursuit of a career; but also in the quest for a future that is open to the many possibilities that come with a good educational foundation.

Candidates for this scholarship shall be members of a state- or federally-recognized American Indian tribe; nursing, chemistry, biology or pre-med majors pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that the recipient be of demonstrated financial need; however the department may use its discretion to determine the recipient who is most deserving. The award will be made annually.

UNCP Biotechnology Endowed Scholarship

The Donor wishes to recognize the efforts of Biotechnology majors and promote the advantages of Biotechnology as well as the advantages of higher education and the University of North Carolina at Pembroke. A longtime member of the UNCP faculty, Dr. Leonard Holmes is promoting the sciences, biotechnology, and higher education, as well as giving back to the university that has been the cornerstone of his professional life by providing him good fortune and friendships.

The recipient of the UNCP Biotechnology Endowed Scholarship will be a Biotechnology major. In the event a deserving Biotechnology major cannot be identified, the award will be made to a Chemistry major. Selection of the students will be made by the faculty of the Department of Chemistry and Physics. Recipients must maintain the minimum university standard grade point average and be full-time undergraduate students. The award will be made in any year of study and is renewable.

DEPARTMENT OF ENGLISH, THEATRE, AND FOREIGN LANGUAGES

David L. Dean, Jr. Memorial Scholarship*

The Donors wish to honor their friend and son, David, by establishing this scholarship in his memory. David was a multi-talented person who loved art, singing, reading, and playing the guitar. He was a poet with works published in *Poets of America*. David was also very intelligent carrying a 4.0 GPA in the first 11 years of school. At 13 he was an Eagle Scout and at 14 received the *God and Country Award*. He loved being a student at UNCP, especially enjoying his English and History courses. His message to students today would be to "stay in school and give it your all" and to "finish what you start."

The recipients of the David L. Dean, Jr. Memorial Scholarship shall be residents of Robeson County majoring in English. Recipients must maintain a minimum 3.0 QPA and be full time undergraduate students at UNCP in any year of study. The recipients must be of demonstrated financial need and the award is renewable if funds are available.

Grace Loving Gibson Endowed Scholarship

The scholarship was established by students and friends of Grace E. L. Gibson, who taught composition, literature, journalism, and creative writing (1966-1986) in the Communicative Arts Department of UNC Pembroke. It is awarded annually to a talented student writer majoring in English, Theatre, and Languages who has demonstrated creativity and ability in communication.

Sue Betty Locklear Endowed Memorial Scholarship

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear, who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional student who is in need of financial assistance and who has declared a major in either the Department of English, Theatre, and Languages or the Department of History.

Remember the 60s Endowed Scholarship*

This scholarship was established by a group of interested individuals, organizations and corporations in Lumberton, NC who believe that the opportunity to assist students in pursuit of higher education in the area of performing arts is a worthwhile and necessary activity. Proceeds from the *Remember the 60s* production fund this scholarship. First priority will be given to a resident

of Robeson County who has participated in a Living History Club project during high school. Recipients will be students majoring in some aspect of performing arts to include but not limited to Music, Dramatic Literature & Performance, Arts Management, Theatre Education and Middle Grades Licensure.

DEPARTMENT OF GEOLOGY AND GEOGRAPHY

Ben Chavis, Grandmother Lela Locklear-Chavis, and Great-Great Grandfather John Archie Locklear/ Friends of the Library Endowed Scholarship

The Donor's intent is to establish an award in honor of Ben Chavis, his grandmother, Lela Locklear-Chavis, great-great grand-father John Archie Locklear and ancestors, for their outstanding service and contribution to provide educational opportunities for young people. This award is established to affirm and promote their belief in the enduring value of education and in the importance of applying oneself in order to achieve success. This endowed scholarship is meant to encourage and inspire recipients to perform at an optimal level of excellence and to provide financial support as they pursue their field of study. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a strong educational foundation.

Candidates qualified for this scholarship shall major in math or a science related field of study, pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that financial need is demonstrated; however, the Friends of the Library may use its discretion to determine the recipient which is most deserving. One award will be made annually.

Dr. Thomas E. and Cheryl E. Ross Endowed Scholarship in Geography

The Donors wish to establish this scholarship to encourage the study of geography at The University of North Carolina at Pembroke.

The recipients of the scholarship will be full-time undergraduate students in any year of study, maintaining a minimum 2.5 QPA and must have completed at least six semester hours of geography at UNCP. Preference should be given to students who are seeking a minor or concentration in geography. When and if a major in Geography/Geo-Environmental Studies is established, preference will be given to a Geography major (though a Geo-Environmental Studies major may be considered if no Geography major or minor qualifies). The faculty of the Department of Geology and Geography may also award this scholarship to a student, regardless of major, minor, or concentration, who earns a place on the State of North Carolina Geography Bowl Team and competes in competition held at the annual meeting of the Southeast Division of the Association of American Geographers.

The recipient will be identified and the award made in the Spring of the year. The award is renewable if funds are available. There is no restriction of residency, and financial need is not to be a consideration for awarding.

DEPARTMENT OF HISTORY

Captain Elizabeth Lord Baldwin Endowed Memorial Scholarship*

This scholarship was established in memory of Elizabeth Lord Baldwin. Ms. Baldwin was a 1986 UNC Pembroke graduate with a B.A. in Political Science. She was an involved and active student. After graduation, Ms. Baldwin excelled in the US Army. The recipient(s) will be a junior and/or senior maintaining a 3.0 or better QPA. A North Carolina resident is preferred. The recipient will be a political science major in the Department of Political Science or a history major in the Department of History. Consideration may be given to an education major who has declared a major in political science or history. Applicants will also have a demonstrated strong work ethic, personal achievement, and be in need of financial assistance.

John Green Memorial Endowed Scholarship

This scholarship was established in 1984 and endowed by generous contributions from *The Robesonian*, family members, and friends of the late John Green ('84). The scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student

majoring in History, Journalism, or Creative Writing.

Sue Betty Locklear Endowed Memorial Scholarship

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear, who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional student who is in need of financial assistance and who has declared a major in either the Department of English, Theatre, and Languages or the Department of History.

James C. Maynor Endowed Scholarship*

This scholarship was established by Dr. Jayne P. Maynor to honor her father, James C. Maynor, a member of the UNCP class of 1950 and generous benefactor. The recipients of the James C. Maynor Endowed Scholarship will be residents of North Carolina with a major in history. Recipients must maintain a minimum of 2.5 QPA and be full time undergraduate students. The award will occur half in the fall semester and half in the spring semester, can be made in any year of study and is renewable.

Clifton Oxendine Memorial Endowed Scholarship*

This scholarship was established by family, colleagues, students and admirers to honor the late Dr. Clifton Oxendine who served UNC Pembroke from 1939 to 1970, first as Dean of the college and then as Professor Emeritus of American History. This scholarship is awarded annually to a disadvantaged student majoring in American History with first preference to a Native American from Robeson or surrounding counties.

Max M. Weinstein Memorial Endowed Scholarship

The Donor's intent is to establish an award that will affirm and promote his belief in the enduring value of education and in the study of history. The donor will commemorate the memory and legacy of his late father, Max Weinstein, who shared his belief in the usefulness and value of learning through history. This endowed scholarship is meant to encourage and inspire recipients to recognize the importance and relativity of history in the quest of life long learning and to provide financial support as they pursue this field of study. The donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a good educational foundation.

Candidates qualified for this scholarship award shall be History majors pursuing an undergraduate or graduate degree at the University of North Carolina at Pembroke. The donor prefers that financial need is demonstrated; however, the department may use its discretion as to determine the recipient who is most deserving. The award will be made annually.

DEPARTMENT OF MASS COMMUNICATION

John Green Memorial Endowed Scholarship

The scholarship was established in 1984 and endowed by generous contributions from *The Robesonian*, family members, and friends of the late John Green ('84). The scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism, or Creative Writing.

Newy Scruggs Sports Broadcasting Endowed Scholarship

After receiving success in various large markets across the country in the field of sports broadcasting, the Donor wishes to assist other young people who have chosen a similar career track by establishing the Newy Scruggs Sports Broadcasting Endowed Scholarship. The primary requirement for candidates to be awarded this scholarship shall be students majoring in Mass Communication with plans to pursue a career in sports broadcasting, sports reporting or sports information. Final preference will be given to any Mass Communication student who plans to participate in athletics at The University of North Carolina at Pembroke. All candidates must be full-time undergraduate students in any year of study and maintain at least the minimum university standard QPA.

Gene Warren Endowed Scholarship

This scholarship is awarded annually to a student majoring or intending to pursue a career in journalism or public relations. It is based on academic performance. The award is renewable.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Claude W. Berry Memorial Endowed Scholarship*

This scholarship was established by family, friends, and students to honor the memory of Claude W. Berry, Jr., a renowned Robeson County educator. Claude Berry served Robeson County as a seventh grade math teacher, Director of Exceptional Children in the Red Springs City School System and later as Director of Program Services for the Public Schools of Robeson County. He also served as a part-time faculty member of UNCP in the Department of Mathematics and Computer Science.

The recipient of this annual award shall be a Robeson County graduate with the declared major in mathematics and/or computer science. The recipient will be chosen regardless of race, gender or financial need. The recipient must maintain a 3.0 QPA or better. The award is renewable.

Ben Chavis, Grandmother Lela Locklear-Chavis, and Great-Great Grandfather John Archie Locklear/ Friends of the Library Endowed Scholarship

The Donor's intent is to establish an award in honor of Ben Chavis, his grandmother, Lela Locklear-Chavis, great-great grand-father John Archie Locklear and ancestors, for their outstanding service and contribution to provide educational opportunities for young people. This award is established to affirm and promote their belief in the enduring value of education and in the importance of applying oneself in order to achieve success. This endowed scholarship is meant to encourage and inspire recipients to perform at an optimal level of excellence and to provide financial support as they pursue their field of study. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a strong educational foundation.

Candidates qualified for this scholarship shall major in math or a science related field of study, pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that financial need is demonstrated; however, the Friends of the Library may use its discretion to determine the recipient which is most deserving. One award will be made annually.

Terry Nathaniel Chavis Scholarship*

This scholarship was established to provide financial assistance to a Purnell Swett High School graduate with a demonstrated financial need majoring in Computer Science. Students granted this nonrenewable scholarship must maintain a 3.0 QPA and must be full-time undergraduate students in their freshman year of study.

The Wendy M. Hedgpeth Scholarship (First award to be made in the fall of 2011)

The Donor is creating the Wendy M. Hedgpeth Scholarship in order to help students in financial need to overcome barriers and to reach their full potential. Part of the criteria is that the recipient be pursuing a degree in Computer Science because the donor is passionate about technology and believes the country needs more technology focused talent. The donor further requires that the student be involved in community service, as outlined below, and maintain a 2.5 GPA. The donor feels that, to be more appreciative of what one receives; one must work to earn it.

The recipients of the Wendy M. Hedgpeth Scholarship shall be undergraduate students, juniors or seniors, of either full or part-time status, majoring in Computer Science and maintaining a minimum 2.5 QPA. The recipient shall be required to provide proof of community service – 20 hours per semester minimum – related to their field of study. First preference shall be given to a candidate from a state- or federally-recognized American Indian tribe. Recipients shall be natives of Robeson County with demonstrated financial need. The award is renewable as long as the recipient continues to meet the criteria.

Jason Wayne Hunt Endowed Memorial Scholarship*

The Donor, on behalf of the Family and Phi Sigma Nu Fraternity, wishes to establish the Jason Wayne Hunt Endowed Memorial Scholarship to honor the memory of Jason.

At the time of his death, Jason was a rising Junior at The University of North Carolina at Pembroke with Computer Science as his declared major. Jason's strongest subjects were Science and Math, but he also loved helping children by tutoring them. He was active with his fraternity, Phi Sigma Nu; played softball and worked part-time while a full-time student. This scholarship was established to carry Jason's name and dream to deserving students seeking a goal and a dream of a college education.

Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, showing financial need, a full-time undergraduate student in the sophomore year of study, majoring in Computer Science and maintaining the minimum university standard QPA.

James Porter Mathematics and Environmental Sciences Endowed Scholarship

The Donor wishes to recognize her father, whose guidance and example made a profound difference in the course her life has taken. James Porter's belief in the power of education influenced his daughter's decision to pursue advanced degrees, and ultimately played a huge role in her success. Equally important was this father's impact on the way his daughter attempts to live her life: with spirit, passion, perspective, and a love of God, life, family, and community.

The recipients of this scholarship will be students who have declared a major in mathematics, computer science, environmental science, the life sciences, or other related disciplines as they may be established at UNCP; maintain a minimum of 2.5 GPA; have demonstrated financial need; a preference should be shown for Native American students. The award is renewable.

DEPARTMENT OF MUSIC

Bradley Alford Endowed Memorial Scholarship

This scholarship was established in memory of a gifted piano major who died of cancer in his senior year. It is awarded to a full-time Music major in his or her junior or senior year of study and is based on both musical talent and academic ability. The recipient must maintain a QPA of 3.0. When this scholarship reaches endowment, one $500 award will be given per year, but until that point, it will continue to be awarded pending available funds.

Dr. Gordon R. Gibson Endowed Memorial Scholarship

This scholarship was established in memory of Dr. Gibson, who retired from a distinguished musical career in New York and served as a staff accompanist at UNCP before passing away in 2004, at the age of 80. This scholarship recognizes musical excellence and personal commitment to the Music Department. The candidate must be a full-time Music major at the undergraduate or graduate level with a minimum QPA of 2.5.

Angela B. Hodges Endowed Scholarship (not to be awarded until Fall 2014)

This scholarship was established by family and friends to carry on the pride and tradition of Angela Hodges, a 1989 graduate of UNCP and an extremely talented musician. Angela brought her talent to every child she touched in and out of the classroom. The scholarship is awarded to a Music major, with preference going to an incoming freshman and a graduate of Lumberton Senior High School. Although this scholarship is not yet fully endowed, it will continue to be awarded pending available funds.

Doris B. Johnson Endowed Scholarship in Music

This scholarship was established by Dr. Kenneth Johnson in memory of his wife, who taught music education courses in the Music Department for many years. The scholarship is awarded annually to a student who is active in the Music Educators National Conference and who shows exceptional potential as a music teacher.

Margaret S. Jones Endowed Scholarship

This scholarship was established in honor of Mrs. Jones, wife of former chancellor, Dr. English E. Jones, to aid students in obtaining their educational goals. It is given annually to an outstanding Music major who has proven him/herself to be a dedicated student with exceptional talent and has exhibited a willingness to use this talent for the benefit of the department.

Richard Pisano Endowed Scholarship

The Pisano Family wants to provide an educational opportunity to deserving students at UNC Pembroke while honoring their father, Richard Pisano. Their father believed strongly in education and always loved music.

The recipients shall be full-time, undergraduate students in their junior or senior year of study at UNCP. The recipients shall be Music majors and shall maintain a minimum 2.5 QPA. This scholarship shall be awarded to a native of North Carolina with demonstrated financial need. In order to have it touch the lives of more students, the scholarship is not renewable to a prior recipient.

Travis Stockley Memorial Scholarship (not to be awarded until 2012)

This scholarship is named for the former director of the UNCP Musical Theatre program who passed away in an automobile accident in August of 2006. It is awarded to a Music student who has made significant contributions to the MusicalTheatre program. Although this scholarship is not yet fully endowed, it will continue to be awarded pending available funds.

George R. Walter Endowed Scholarship

The Donors wish to honor Dr. Walter for his many years of teaching and leadership in The University of North Carolina at Pembroke's Music Department.

The recipient will be a full time student majoring in music. The recipient must maintain a minimum of 3.0 QPA and be in the sophomore year of study. The award will be made in the fall. The recipient does not have to demonstrate financial need. The award is renewable at the discretion of the department. Although this scholarship is not yet fully endowed, it will continue to be awarded pending available funds.

DEPARTMENT OF NURSING

Campbell Soup Company Student Nursing Endowed Scholarship

The Campbell Soup Company Student Nursing Endowed Scholarship was established in 1994 to be used for nursing scholarships for disadvantaged students enrolled in the RN Bachelor of Science in Nursing program.

Caring Touch Home Health Care Endowed Scholarship in Nursing

The Donor recognizes the shortage of nurse professionals practicing in Southeastern North Carolina and desires to help promote the advancement of this profession through financial support granted to a full-time nursing student. The donor requests that the recipient demonstrate financial need and that priority be granted to a student planning to practice as a nurse in the surrounding counties, including Robeson, Hoke, Scotland, Richmond, Bladen, Columbus, and Cumberland Counties. The Caring Touch Home Health Care Endowed Scholarship will be awarded to a rising junior with a 3.0 QPA. The award shall be renewable as long as funds are available and the recipient continues to meet the established criteria.

H. Gail Davis Endowed Nursing Scholarship*

The Donors wish to honor H. Gail Davis by establishing this scholarship in her honor. Southeastern Regional Medical Center's family and friends recognize Ms. Davis for her 38 years of dedicated service to the nursing profession and her contributions that ensured consistent, quality patient care.

Candidate for award of this scholarship shall be a resident of the state of North Carolina who is a full-time undergraduate student in the junior or senior year of study seeking a degree in Nursing and maintaining a 2.5 QPA at The University of North Carolina at Pembroke. There is no restriction of financial need, and the award is renewable.

Mary McKenzie Edwards Endowed Scholarship*

A scholarship established by her daughter in loving memory, Mary McKenzie Edwards struggled to earn her degree in nursing in the 1930's. This scholarship is designed to assist students enrolled in the University Nursing Program who are in financial need. Recipients must be residents of Robeson County with first preference for award to members and descendants of the Lumbee and Tuscarora

tribes. The scholarship awards are available to all nursing students. Recipients must be in good academic standing.

Trinity Urgent Care and Family Practice Endowed Scholarship* (Not to be awarded until fall 2015)

The Donor's intent is to establish a scholarship that will affirm and promote her belief in the enduring value of education in the field of Nursing and the sciences. The donor will commemorate the memory and legacy of her late mother, Viola Bullard Parsons, whose influence and encouragement inspired the Donor to pursue her dreams and aspirations.

This scholarship is meant to encourage and inspire recipients to recognize the importance and relativity of serving humanity through the field of medicine and/or healthcare clinical services. The funding is given in the hopes that recipients will continue in the quest of lifelong learning in this field of study and to provide financial support as they pursue their vocation and training. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career; but also in the quest for a future that is open to the many possibilities that come with a good educational foundation.

Candidates for this scholarship shall be members of a state- or federally-recognized American Indian tribe; nursing, chemistry, biology or pre-med majors pursuing an undergraduate degree at The University of North Carolina at Pembroke. The Donor prefers that the recipient be of demonstrated financial need; however the department may use its discretion to determine the recipient who is most deserving. The award will be made annually.

Joan Howard Wallace NCSDAR-AI Nursing Scholarship

The Donor, a nurse, is fulfilling a goal by establishing this scholarship at The University of North Carolina at Pembroke to provide financial assistance to to a nursing student who is a member of a state- or federally-recognized American Indian tribe and exhibits ability and promise in the nursing profession.

The NCSDAR (North Carolina Society Daughters of the American Revolution) State Chairman-American Indians Committee was established in Washington, D.C. in 1941 to educate members of the DAR and school children about the Native American Culture and to provide funds for education of members of state- or federally-recognized American Indian tribes. The Donor was appointed Chair of that organization in 2000. The scholarship's name reflects the DAR support and the American Indian Committee.

Candidates for award of this scholarship shall be of demonstrated financial need and a full-time nursing student in the sophomore to senior year of study at The University of North Carolina at Pembroke. There is no restriction for residency of any county and no minimum QPA is required.

DEPARTMENT OF PHILOSOPHY AND RELIGION

Dr. Robert K. Gustafson Memorial Endowed Scholarship

The recipient of the Dr. Robert K. Gustafson Endowed Memorial Scholarship will be at least a second semester sophomore, junior, or senior, majoring in Philosophy and/or Religion, who exemplifies high academic performance and positive intellectual leadership. Need shall not be a prerequisite. Half of the annual award shall be given in each fall and spring semester, and the award is renewable as long as the recipient remains in good standing with the Department of Religion and Philosophy. First preference shall be given to a longtime resident of North Carolina from Scotland, Robeson, or Cumberland County.

Dr. George Lea Harper, Jr. Memorial Scholarship

The George Lea Harper, Jr. Memorial Scholarship was established on March 24, 1995, in memory of Dr. George Harper, a former professor in the Philosophy and Religion Department, by his friends and colleagues. The recipients must major in Philosophy or Religion and meet all academic standards of the University. It is available to undergraduate students in any year of study as well as to graduate students. The recipients may be full-or-part-time status. There is no residency restriction and the scholarship is renewable.

Marshall W. and Gertrude Locklear Endowed Memorial Scholarship*

The Marshall W. and Gertrude Locklear Endowed Memorial Scholarship was initially established by family and friends in 1990 to honor the memory of Marshall W. Locklear. In 2000, Gertrude Locklear's name was added to honor her memory as well. The scholarship is awarded annually to a student from Robeson County who is working toward a degree in Religion. The recipient should be a candidate for the ministry or plan to go into some form of full-time religious service. The scholarship is renewable as long as the student makes satisfactory progress toward completion of the degree.

The Doctor Reverend Jerry Lowry Endowed Scholarship*

In 1990, Rev. Jerry Lowry established a Planned Gift with the University of North Carolina at Pembroke Foundation. Because this gift was prompted by his love of UNCP, upon his death, the gift endowed a scholarship in the Department of Philosophy and Religion. The establishment of this scholarship affirmed Dr. Lowry's strong belief in the importance of faith and serving others.

The recipients of the Doctor Reverend Jerry Lowry Endowed Scholarship will be residents of North Carolina, with preference going to a Robeson County native majoring or with a minor in Religion at UNC Pembroke. Recipients shall be either full- or part-time undergraduate students of demonstrated financial need, maintaining a 3.0 QPA. The award will be made half in the fall and half in the spring and is renewable as long as funds are available and the recipient continues to meet the criteria.

Ruth Martin Endowed Memorial Scholarship

This scholarship was established in 1990 and endowed by family, friends, alumni, colleagues, and church groups in memory of Miss Ruth Martin, Associate Professor of Religion (1953-1985), for her many years of service to the University and the community. The award is given annually to a student who is a Religion major preparing for full-time religious service.

The Ministry Through Education Endowed Scholarship (not to be awarded until 2011)

This scholarship was established by a donor to assist students who aspire to serve their fellow man and community through ministry. The recipients will be either full- or part-time undergraduate students with a major in Religion, Religious Education, or Education with a concentration in Religion. Recipients must maintain a minimum University QPA.

DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Captain Elizabeth Lord Baldwin Endowed Memorial Scholarship*

This scholarship was established in memory of Elizabeth Lord Baldwin. Ms. Baldwin was a 1986 UNC Pembroke graduate with a B.A. in Political Science. She was an involved and active student. After graduation, Ms. Baldwin excelled in the US Army. The recipient(s) will be a junior and/or senior maintaining a 3.0 or better QPA. A North Carolina resident is preferred. The recipient will be a political science major in the Department of Political Science or a history major in the Department of History. Consideration may be given to an education major who has declared a major in political science or history. Applicants will also have a demonstrated strong work ethic, personal achievement, and be in need of financial assistance.

Walter L. Weisberg Memorial Endowed Scholarship in Political Science

The Weisberg scholarship was established by the Weisberg family in memory of Walter L. Weisberg, a professor of Political Science at UNC Pembroke, 1975-1981. Recipients of the scholarship are selected on the basis of academic achievement.

DEPARTMENT OF PSYCHOLOGY

Jetter Bernard Locklear Memorial Endowed Scholarship

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear this scholarship is awarded to an academically talented, economically disadvantaged Native American, who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

DEPARTMENT OF SOCIAL WORK

College of Arts and Sciences Endowed Scholarship for Social Work Majors*

The Donor wishes to establish the College of Arts and Sciences Endowed Scholarship for Social Work Majors at UNC Pembroke to honor the memory of a former student who successfully completed the requirements for a degree in Social Work in December 2002.

Candidate for award of this scholarship shall be a resident of the state of North Carolina, demonstrating financial need, a full-time student in any year of study, majoring in Social Work and maintaining the minimum 2.5 QPA. The scholarship is non-renewable.

Margaret Kennerdell George Endowed Memorial Scholarship

This scholarship was funded by A. Fred George in loving memory of his mother, Margaret Kennerdell George. Mrs. George, as a social worker, gave unselfishly of her time and compassion to enhance the lives of and provide opportunities for less fortunate children in Akron, Ohio. Mrs. George was a true professional, respected by her peers and dearly loved by those whose lives she touched. The scholarship is awarded to a student majoring in Social Work. No restrictions apply regarding race or geographical domain; however, the recipient must qualify for financial assistance and maintain a 3.0 or higher QPA. The scholarship is renewable as long as the recipient makes the satisfactory progress in the program.

Mary T. Hill Endowed Scholarship in Social Work (Not to be awarded until Fall 2015)

The Donor's intent is to establish an award which will affirm and promote her belief in the enduring value of education built on the premise that education should be used for the benefit and service of mankind. The donor will commemorate the memory and legacy of her mother, Mary T. Hill, whose selfless acts of service improved the quality of life for her family and her community. Her example inspired the donor to recognize the value of social work as a most important and influential discipline of study. The scholarship is meant to inspire the recipient to understand that life's fulfillment and happiness may be enriched by the measure of what one invests and gives back to others. The scholarship is to provide financial support to a deserving student who is pursuing the Social Work field of study. The donor believes that education coupled with the desire to serve humanity is a means of broadening one's horizons, and that a strong educational foundation is the basis of a fulfilling career and a happy life. The scholarship should serve as a reminder that giving should be part of one's continuous commitment to humanity.

Candidates qualified for this scholarship award shall be social work majors pursuing an undergraduate degree at the University of North Carolina at Pembroke. The donor prefers that financial need is demonstrated; however the department may use their discretion as to determine the recipient that is most deserving. A GPA of 3.0 is preferred with preference to a Robeson, Bladen, Scotland, Cumberland, Hoke or a Columbus County resident. The award will be made annually.

Jetter Bernard Locklear Memorial Endowed Scholarship

This scholarship was established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear. The scholarship is awarded to an academically talented, economically disadvantaged Native American who is pursuing a degree in the Human/ Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

Dr. Von S. Locklear Memorial Scholarship in Social Work

The Dr. Von S. Locklear Memorial Scholarship is awarded to a sophomore or junior Social Work major to be used for a year of study. Preference will be given to:(a) persons who demonstrate an appreciation for the Lumbee culture and tradition; (b) those who have demonstrated a commitment to the social work profession; and (c) a good QPA. The scholarship is given in memory of Von Locklear who died of cancer in 1989 at the age of 36. During his short adult life, Von consistently demonstrated an unconditional commitment to the profession of social work.

DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

Jetter Bernard Locklear Memorial Endowed Scholarship

his scholarship was established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear. The scholarship is awarded to an academically talented, economically disadvantaged Native American who is pursuing a degree in the Human/ Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

Arthur Wendell "A.W." Oxendine Memorial Endowed Scholarship

Arthur Wendell "A.W." Oxendine, a ten year veteran of the Robeson County Sheriff's Department and a thirteen year veteran of the Scotland County Sheriff's Department died in the line of duty in 1993 as a result of injuries sustained in a hit-and-run traffic collision. The scholarship is given in his memory to assist a student majoring in the field of Criminal Justice who demonstrates qualities of honesty and leadership and who has met the academic requirements of the University.

MAYNOR HONORS COLLEGE

Esther G. Maynor Scholarship

Born and raised in Robeson County, Esther Graham Maynor was the daughter of Duncan and Dovie Lowry Graham. She married Therod "Horse" Maynor. During WWII, Therod Maynor and Floyd Pike became friends and eventually business partners with Pike Electric in Mount Airy, NC. Pike Electric is the largest electrical contractor in the southeast. Therod passed away in 1967 and Mrs. Maynor stayed in Mount Airy. Upon Mrs. Maynor's death, she left in her will that her Trust Estate, minus some specific distributions that she listed, be given to the Trustees of UNC Pembroke for the purpose of establishing the Esther G. Maynor Scholarship.

Eligible applicants will be students of the University Honors College who demonstrate financial need as outlined by the University's financial aid guidelines. Residence, major, or year of study will not apply, although preference will be given to graduates of North Carolina high schools. Applicants and awardees must maintain good standing within the Honors College and must be full time students.

The number of scholarships awarded will be dependent on the amount of income generated by the endowment. The amount of each scholarship will vary with need at the discretion of the Dean of the Honors College.

UNCP Friends of the Library Endowed Scholarship

The Donors wish to establish the UNCP Friends of the Library Endowed Scholarship, an endowed fund, to assist at least one Honors College student per year at UNCP, depending upon fund availability. The purpose of this fund is to provide financial assistance to an Honors College student who is not the recipient of a merit scholarship.

Candidates for consideration of this award shall be full-time undergraduate students in the sophomore, junior, or senior year of study at UNCP meeting a 3.0 minimum QPA standard restriction. Candidates may be pursuing a degree in any major. Candidates do not have to demonstrate financial need, and the award is renewable, but candidates must reapply each semester.

When awarded, the award shall be $250.00 per student per award and shall be credited to the recipient's account.

SCHOOL OF BUSINESS

SCHOOL OF BUSINESS SCHOLARSHIPS

The Jackie Parker Adams Endowed Scholarship*

The Donors wish to establish this endowment to honor the life of Jackie Parker Adams, a 1980 graduate of The University of North Carolina at Pembroke.

Candidates for award of this scholarship shall be a full time student at UNCP in any year of study, majoring in Business and maintaining a 3.0 QPA. Recipient must be of demonstrated financial need and be a resident of North Carolina. As part of the application process, candidate must submit

a short essay explaining why he/she should receive the award.

Century 21—The Real Estate Center Endowed Scholarship

The Donor wishes to encourage young men and women to pursue an education in the field of business by establishing a scholarship that will provide incentive and support. CENTURY 21 The Real Estate Center supports the mission of higher education in general and the University of North Carolina at Pembroke in particular, and hopes to promote careers in business by sponsoring this award. As a longtime leader in the Lumberton business community, CENTURY 21 feels a civic responsibility towards the residents of the area, and intends this award to demonstrate the seriousness of their commitment to the growth and prosperity of this area.

Candidates for award of this scholarship shall be a resident of Robeson County in the state of North Carolina and a full time undergraduate student in the School of Business who has committed to business as a major, and is maintaining a 3.0 GPA at The University of North Carolina at Pembroke. The scholarship may be re-awarded annually to the same student assuming he or she meets the criteria above.

The Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry and The Doctors Naomi Lee and Cecil Conley Endowed Scholarship in Business Administration*

This scholarship documents the Donors' wishes to support the area of study in which each of them specialized during their long and distinguished careers as faculty members. In 1963, Dr. Cecil Conley became the chairman of Pembroke State University's (now the University of North Carolina at Pembroke) Division of Science and Mathematics. Dr. Naomi Lee, also a PSU alumna, was dean of women and assistant professor in the PSU Business Department. Because of these ties to UNCP, the fact that they met and married while on the PSU campus, and because education had been their careers, these two now retired faculty members established the scholarships in 1993. It has been their hope that these scholarships will benefit young people from the area.

Candidates for award of The Doctors Naomi Lee and Cecil Conley Endowed Scholarship in Business Administration shall be a Robeson County resident majoring in Business Administration, maintaining a 3.0 GPA, whose financial need may be considered but should not be a determining factor. The Selection Committee shall consist of a University Committee in consultation with the Dean of the School of Business. Dr. Naomi Lee Conley shall be invited to participate in the final selection.

Independent Insurance Agents of North Carolina, Inc. Endowed Scholarship

This scholarship was established through the generosity of independent insurance agents throughout North Carolina to provide scholarship support to sophomores, juniors and senior students with a declared major in Business. The recipients must meet all academic requirements of the University. The award amount will paid half in the fall and spring.

Curt and Catherine Locklear Endowed Scholarship* (Not to be awarded until Fall 2014)

This scholarship is established by family and friends to commemorate the memory and legacy of the late Curt Locklear's distinguished military service record and dedication as a father, husband, and successful American Indian business leader. His life contributions helped to advance and develop economic, educational, social, and political opportunities for Lumbee Indians in Robeson County and beyond.

Further, this gift is given in honor of Catherine Locklear, a devoted wife, mother, and business partner whose selfless acts of service helped to improve the quality of life for her family and community. The scholarship is meant to inspire the recipient to understand that life's fulfillment and happiness may be enriched by the measure of what one invests and gives back to others. The award shall promote the importance of a strong educational foundation as a means of pursuing a meaningful career, in the quest to serve all humanity.

Candidates for this scholarship shall: major in Business while pursuing an undergraduate degree at the University of North Carolina at Pembroke; maintain a 3.0 GPA; be a sophomore, junior or senior; and, demonstrate financial need. Recipients shall be enrolled in a State of North Carolina- or

federally-recognized tribe. Recipients must have residential status from one of the following counties: Robeson, Cumberland, Scotland, or Hoke. The award will be made annually as long as funds are available.

Ralph H. Lowry Family Endowed Scholarship* (Not to be awarded until Fall 2014)

The Donor wishes to honor Mr. Ralph H. Lowry, former chairman of the board of trustees of The Cherokee Indian Normal School of Robeson County, which eventually became UNCP, by creating this scholarship.

The recipient of the Ralph H. Lowry Family Endowed Scholarship will be an enrolled member of a state- or federally-recognized Indian tribe. The recipient must maintain a QPA that meets the University standard and be an undergraduate of either full- or part-time status. Incoming freshmen as well as current students will be eligible. The recipient will be pursuing a major that is within the School of Business and will reside in Robeson County, NC. Financial need should be considered. The award is renewable to the same recipient.

Carl and Dennie Meares Endowed Scholarship

The Donor's intent is to establish an award to affirm and promote their belief in the enduring value of education and in the importance of applying oneself in order to achieve success. This endowed scholarship is meant to encourage and inspire recipients to perform at an optimal level of excellence and to provide financial support as they pursue their field of study. The Donor believes that education is a means of broadening one's horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many possibilities that come with a strong educational foundation.

The recipients of this scholarship will be undergraduate business majors and maintain a minimum of 3.0 QPA. Incoming sophomores, juniors, and seniors will be eligible. The Donor prefers that financial need is demonstrated; however, the Dean of the School of Business may use his discretion to determine the recipient who is most deserving. The award is given annually and is renewable.

Coach Mario and Elizabeth Poletti Memorial Scholarship for Service

The children of Coach Mario and Elizabeth Poletti wish to honor their mother and their father, who dedicated his life to teaching, coaching, and service to family, church, and community.

The scholarship is open to a UNCP football student-athlete in any year of study and is renewable. The recipient shall be a business major (or intend to study business if no major declared), have a minimum 3.0 QPA, be a full-time undergraduate student, and show a record of previous service to family, church, school, and community. Selection will be made by a committee appointed by the Dean of the School of Business and will include the current UNCP Football coach.

Nelson Price & Associates Scholarship

Nelson Price & Associates, PA, wish to promote the efforts of the School of Business. Nelson Price & Associates, PA, has been a model of good business practice with a foundation that has been built on honesty, integrity, hard work, and customer service. Several employees of the firm are UNCP graduates, including Greg and Andy Price. The firm recognizes the value of higher education and the values of UNCP to the region and wishes to assist students as they strive to enhance their knowledge and college experience.

The recipient shall be a business major, and the scholarship will be awarded at the discretion of a committee formed under the supervision of the Dean of the School of Business.

William Lonnie Revels, Sr., Memorial Scholarship*

The Donor wishes to establish this scholarship—a tribute to her husband's lifelong commitment to education, entrepreneurship, and his American Indian heritage—to encourage and financially assist young American Indian students pursuing an education at UNC Pembroke.

The recipients of the William Lonnie Revels, Sr., Memorial Scholarship shall be native residents of North Carolina majoring in American Indian Studies, Education, or Business at UNCP. The awards should rotate within these majors—the first year awarded to an American Indian Studies major, the second year to an Education major, the third year to a Business major with a Concentration in Entrepreneurship, etc. Recipients must maintain a 2.5 QPA and be full-time undergraduate

students in any year of study. The award will be made to a member of a state- or federally-recognized American Indian tribe who is of demonstrated financial need in the fall and is non-renewable.

Jepty Patrick Strickland Endowed Scholarship*

Ken Strickland, a businessman living in Mclean, VA, a native of Robeson County, and a graduate of Prospect High School class of 1959, wanted to provide an educational opportunity to UNCP students while honoring his father, Jepty Strickland. Therefore, he established the Jepty Patrick Strickland Endowed Scholarship.

His father, a Lumbee Indian, was a farmer in Robeson County and a lifelong member of St. Anna Church, believing strongly in the importance of religion in everyday life and in providing service to his community and fellowman. Mr. Jepty was committed to education for his children and worked diligently to provide guidance to his family towards that end.

Awards from this scholarship shall provide tuition assistance to candidates in their junior or senior year of study who are seeking a degree in: (1) teacher education; (2) Business; or (3) Science at UNC Pembroke. Through the year 2020, first preference shall be given to a candidate from a state- or federally-recognized American Indian tribe. However, in the absence of a qualified American Indian candidate, the scholarship shall have no racial or ethnic preferences. After 2020, this scholarship is open and available to all races, creeds and nationalities. The recipient must show promise, be of demonstrated financial need, and be a native or current resident of Robeson County. The recipient must maintain a minimum 3.25 QPA to be eligible for the scholarship. The scholarship is renewable as long as the requirements continue to be met.

UNCP School of Business Faculty Scholars Endowed Award

The Donor, comprised of faculty members from the School of Business, wishes to establish the Business Faculty Scholars award; this award signifies these educators' belief in the value of a degree earned from the UNCP School of Business. Moreover, these donors take pride in implementing an award that is funded exclusively by faculty and which will be awarded to a student who embodies those qualities that best characterize a successful undergraduate scholar. Therefore, while this agreement will set forth the basic criteria for the award, the committee that recommends the annual recipients may use its discretion in selecting a scholar who they feel most personifies the intent of an award titled Business Faculty Scholars. If no qualified applicant is found, the award will be postponed until such time as one is identified.

Candidates for award of this scholarship shall be full-time junior-level Business majors who are preparing to enter their senior year, who have a minimum quality point average of 3.5, with a preference for students who completed most of their hours at The University of North Carolina at Pembroke. The recipient will be identified and the award made in the spring of the year.

DEPARTMENTAL SCHOLARSHIPS

DEPARTMENT OF ECONOMICS, FINANCE, AND DECISION SCIENCES

BB&T Finance and Banking Endowment

The Finance and Banking Endowment is designed to provide opportunities for students who are majoring in finance and to provide funds for the development of a strong academic environment. The endowment will be used to fund student scholarships in finance and banking. It will also be used to provide research support for faculty, leading-edge banking and financial services software packages, computer and other technological equipment, special library resources, and other needs that cannot be met with state funds alone. The goal of the endowment is to ensure a strong academic program that will produce viable, marketable students in finance and banking.

SCHOOL OF EDUCATION

DEPARTMENTAL SCHOLARSHIPS

AIR FORCE ROTC PROGRAM

Stacy Ryan Locklear Air Force ROTC Endowed Scholarship Fund*

The Donors wish to establish a scholarship to honor the memory of Stacy Ryan Locklear, who profoundly impacted the lives of his father, family, and friends. Ryan was a vibrant 3-year-old who passed away unexpectedly on July 25, 2004. He was proud of his dad, who was commissioned an Air Force officer in 1989 through the UNCP Air Force ROTC Program.

The Air Force ROTC (AFROTC) curriculum teaches leadership, follower-ship, communication skills, management, and a myriad of other essential skills and is designed to prepare students to assume positions of increasing responsibility in the modern Air Force.

Candidate for award of this scholarship shall be a member of a state- or federally-recognized American Indian tribe and a resident of Robeson County. The candidate shall be a full-time, undergraduate student in the junior or senior year of study participating in the Air Force ROTC Program at The University of North Carolina at Pembroke. The candidate shall maintain a 3.0 QPA and must be of demonstrated financial need.

ARMY ROTC PROGRAM

Faye Nye Lewis Endowed Scholarship

The scholarship, generously supported by Ms. Lewis, is awarded annually to a sophomore ROTC candidate who has completed his or her freshman year as a Reserve Officers Training Corps (ROTC) student. It is to provide funds for the student's sophomore year as an ROTC cadet, and is based on his/her overall achievement.

DEPARTMENTS OF ELEMENTARY EDUCATION and EDUCATION SPECIALTIES

Marcus W. Avent Endowed Memorial Scholarship*

The donor wishes to honor the memory of his son-in-law, Marcus Warren Avent. Marc grew up in Lumberton, North Carolina, and received a business degree from UNCP in 1994. He was a valued manager for Regional Acceptance Corporation and was well respected by his colleagues. He was also a dedicated husband and father.

Candidate for award of this scholarship shall be a resident of the state of North Carolina and a full-time undergraduate student in the junior or senior year of study at The University of North Carolina at Pembroke. Candidate must maintain a 3.0 QPA and be working toward a degree in Education.

Adolph and Dorothy L. Blue Family Endowed Scholarship*

This scholarship is being established in honor of Dorothy Locklear Blue and in memory of Adolph Blue. Dorothy, a 1955 graduate of UNCP, is a retired educator having worked in the Public Schools of Robeson County for 38 years. Adolph, former Assistant Superintendent of Buildings and Grounds at UNCP, retired in 1991 with 25 years of service. The Donors wish to establish this scholarship to stress the importance of education and to support students seeking degrees in the teaching profession. Education at UNCP is a family legacy established five generations ago by Dorothy's grandfather, Anderson Locklear (Locklear Hall), and continues to this day.

The recipients of the scholarship will be residents of Robeson County with a declared major in Education. Recipients must maintain the minimum University QPA and be full-time undergraduate students of demonstrated financial need in their junior or senior year of study. The award is renewable as long as funds are available.

James Knox Braboy Endowed Memorial Scholarship*

The Donor wishes to honor the memory of Mr. James Knox Braboy by establishing a scholarship that will recognize his dedication to the teaching profession and to acknowledge his lifelong passion

for educating under-served children. Mr. Braboy received his two-year diploma from the Indian Normal School (now UNCP) in 1928 and returned in 1958 to receive his four-year degree in Education. In 1970 he was named South Carolina's Teacher of the Year and one of the top three teachers in the nation.

After his death in 1976, Mr. Braboy was described as being "a just and kind man," serving his people faithfully, and walking humbly with God. His main purpose in life was to see that the Indian children at Leland Grove School (Dillon, South Carolina) got the best education that he could provide them with the limited resources available to him.

Candidate for award of this scholarship shall be a member of a state- or federally-recognized American Indian tribe and a legal resident of Robeson County in the junior or senior year of study seeking a degree in Education at The University of North Carolina at Pembroke. Candidate may be a part-time or full-time undergraduate, but must maintain the University's minimum QPA standard and be of demonstrated financial need. The award is renewable.

Mary Elizabeth Jones Brayboy Endowed Scholarship

Established in honor of Mary Elizabeth Jones Brayboy, eligible recipients of this scholarship are Native American women enrolled as full-time undergraduate students majoring in Education. Recipients of this renewable scholarship must maintain a 3.0 QPA.

John J., Lela, and Steve Brooks Endowed Memorial Scholarship*

The scholarship was established in memory of John J. Brooks by the Brooks family. John J. Brooks was a Native American alumnus of the institution and a teacher in the local public schools for many years. The family wishes to honor their deceased mother, Lela Brooks, and brother, Steve Brooks, by adding their names to the existing scholarship.

The recipient shall be a Native American graduate of the Public Schools of Robeson County who shows academic promise, who has demonstrated need for financial assistance in attending college, who intends to study and pursue a career in education with the Public Schools of Robeson County, and who by virtue of birth, affiliation, or experiences is genuinely committed to encouraging the study, understanding, and preservation of Native American history, tradition, and culture. Recipient must maintain the university minimum standards of 2.5 QPA and be a full-time undergraduate student. The award shall occur in the fall and is renewable.

Class of 1955 Endowed Scholarship

Having greatly benefited from the existence of this educational institution, and recognizing the impact of a college education upon the quality of their lives, the donors have established the Class of 1955 Endowed Scholarship at The University of North Carolina at Pembroke as a testament of their gratitude and appreciation.

Candidate for award of this scholarship shall be a member of a state- or federally-recognized American Indian tribe. The candidate shall be a first-semester senior at The University of North Carolina at Pembroke, majoring in Education, with plans to go immediately into the teaching profession. This award is not based upon financial need and is non-renewable. The candidate must be full-time status and must maintain a 2.5 QPA. There is no restriction on residency.

James H. and Katherine B. Dial Endowed Scholarship In Education*

The Donor wishes to honor James H. Dial, the patriarch of the Dial Family and lifelong educator and community leader, by establishing the James H. and Katherine B. Dial Endowed Scholarship in Education. Candidate for award of this scholarship shall be a Native American resident of Robeson County, North Carolina, showing financial need, who is either a full-time or part-time undergraduate student in the junior year of study, majoring in Education (K-7) and maintaining a 3.0 QPA. Scholarship is non-renewable.

Ruby Carter Dial Endowed Memorial Scholarship

The Donors wish to recognize distinguished service to education as a teacher, administrator, counselor and mentor to young people. Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, who are either full-or-part time undergraduate

students in their junior year of study, and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The $500.00 annual award is merit based; candidates do not have to be of financial need. First preference will be given to a Robeson County member of a state- or federally-recognized American tribe who is enrolled in the teacher certification program, not receiving other financial aid, with demonstrated community service, involvement and experience in American Indian Youth programs and activities. The award will be made half in the fall and half in the spring and the award shall not exceed $500 per year. The award will be renewable if funds are available.

Dial-Chavis SNCAE Endowed Scholarship

This scholarship was endowed in 1992 by Harriet Caligan Dial, UniServ Director of NCAE, and wife of UNC Pembroke Professor Emeritus, Dr. Adolph L. Dial. It honors longtime Robeson County educator Agnes Hunt Chavis who served the NEA in leadership roles at the local, state, and national levels. The award is presented annually to a junior or senior education (or related academic field) major who plans to teach in the public schools. Candidates must be members of the SNCAE-UNCP Chapter. The choice of a recipient will be based on academic achievement and financial need. The scholarship is renewable.

Dr. Carl M. Fisher Memorial Scholarship

The Donors wish to honor their husband and father, Dr. Carl M. Fisher, who died March 30, 2006, after 37 years of service to The University of North Carolina at Pembroke, by establishing this scholarship in his memory. Dr. Fisher was employed at UNCP from 1967 until his retirement in 1994. While at UNCP he worked as a professor in the Education Department and an administrator. One of his greatest aspirations was to teach in a way that would encourage students to want to continue their education. Therefore, this scholarship is being established to help a deserving student in the School of Education achieve her or his ultimate goal of an undergraduate or graduate degree at UNC Pembroke.

The recipients of the Dr. Carl M. Fisher Memorial Scholarship must have a declared major in Education and maintain a minimum 3.0 QPA. Recipients may be either part- or full-time undergraduate students in their junior or senior year of study or graduate students. There is no restriction of residency or financial need. The award is renewable if funds are available.

Brian Freeman Endowed Scholarship for Teaching Excellence*

The Donor wishes to establish this scholarship to commemorate his selection as the National Education Association's Teaching Excellence Award recipient for 2003. Brian is the first teacher from North Carolina to receive this honor. He would like to financially assist a K-6 Elementary Education major at UNCP to follow in his footsteps and to encourage him/her to make a positive impact in the lives of children.

Candidate for award of this scholarship shall be a resident of Robeson County who is a full time undergraduate student in the junior year of study, majoring in K-6 Elementary Education and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The recipient does not have to be of demonstrated financial need.

James Leon and Christine Roberts Hunt Endowed Memorial Scholarship

The Donors wish to honor the patriarch and matriarch of the Hunt Family by establishing the James Leon and Christine Roberts Hunt Endowed Memorial Scholarship. Leon, UNCP Class of 1950, and Christine, UNCP Class of 1957, were the first members of their respective families to earn a college degree. They were both retired educators in Robeson County, North Carolina collectively working a total of 60 years. Leon and Christine believed strongly in education and worked hard to provide educational opportunities for their six sons, four of whom are also graduates of UNCP.

Candidate for award of this scholarship shall be of demonstrated financial need, a full-time undergraduate student in the junior or senior year of study at The University of North Carolina at Pembroke majoring in Education and maintaining a 2.5 QPA.

James S. and Patricia Clark Hunt Family Endowed Scholarship

The Donors, both graduates of The University of North Carolina at Pembroke, recognize the importance of UNCP to the American Indian population in Robeson County and acknowledge that, without this great Institution, obtaining an education would have been almost impossible for them. They further acknowledge that the University's founding fathers worked very hard to establish this University to offer an education that would lead to a better quality of life and success in life. Obtaining a college education greatly affected and benefited the Donors' family and has given them the desire and the financial means to give back to the University. Many lifelong friendships were established by the Donors while at UNCP in the 1950s and are still enjoyed and valued today.

The recipients may be either full-or-part-time students, in their junior or senior year of study, majoring in Education. The recipients must maintain a 2.5 QPA in order to retain the award. There is no restriction of residency. The award is renewable as long as funds are available and the recipient remains in good standing by continuing to meet the criteria of the scholarship. The recipients must be of demonstrated financial need.

Herman and Louise M. Jenkins Endowed Memorial Scholarship*

This scholarship was established by the family as a living memorial in honor of Herman and Louise M. Jenkins who were life-long residents of Richmond County, NC. It is designed to help students who are in need of financial assistance to continue their education at UNC Pembroke. First preference will be given to students from Richmond County who are planning to teach in Richmond County. Students must demonstrate that they are deserving of this award on the basis of achievement, motivation, and hard work.

Wendy Lee Klenotiz Endowed Memorial Scholarship

This scholarship was established in loving memory of UNCP student Wendy Lee Klenotiz by her family and friends. The recipient shall be a female full-time rising junior or senior student majoring in special education. The recipient must maintain at least a 2.7 grade point average to receive and maintain the award. The award is renewable each year. Preference will be given to students involved in athletics and with special health needs. Financial need will be taken into consideration.

Anderson N. Locklear Endowed Memorial Scholarship

This scholarship was established by the descendants of Anderson N. Locklear in 1990 to honor the memory of this pioneer educator (1870-1934), who served for forty-two years as a teacher and principal in the Native American schools of Robeson County. Mr. Locklear was a member of the first class of the old Normal School (later to become UNC Pembroke), where he served as a trustee for many years. Locklear Hall, which houses the Department of Art on the UNC Pembroke campus, is named in his honor. Awarded annually to a Native American student majoring in teacher education, the scholarship may be renewed as long as the recipient is in good standing.

Louise Bell Locklear Memorial Scholarship*

The Louise Bell Locklear Memorial Scholarship is being established in honor of the life and accomplishments of Mrs. Louise Bell Locklear. Growing up as a child of the Depression in rural Robeson County, Louise, like most other children, struggled with poverty as well as racial inequities that were prevalent in the South at that time. She attended school in the Saddletree community, and, at an early age, family and teachers began to notice that Louise excelled in her studies. Her parents had the foresight to encourage the prospect that she one day be the first college graduate in her family. The magnitude of that ambition, at that time, could be compared in today's society to a child aspiring to be Governor of a state.

Her parents arranged for her to attend high school in Pembroke because there was a better educational opportunity than in her rural country high school. In the early 1900's, when traveling a couple of miles from home was virtually unheard of, Louise traveled 16 miles in hopes of securing a college education. Sadly, upon completion of high school, there was not enough money to pay for her dream. She lived her adult life as most women of that era did—married, bore and raised eight children, lived on a farm—and like most of her community, struggled daily with the legacy of poverty.

However, she never lost her resolve about the benefit of education. Through hard work, diligence, and prayer, Louise saw six of her eight children receive college degrees. Her life ended abruptly at age 62, but her dreams and aspirations will continue to live through future generations.

The recipient of the Louise Bell Locklear Memorial Scholarship shall be a second-semester sophomore, junior, or senior at UNCP, enrolled either part-time or full-time and majoring in Education. Recipients must be residents of North Carolina, must maintain a minimum 2.5 QPA, and be of demonstrated financial need. The award will be made half in the fall and half in the spring and is renewable as long as the above criteria are met and the recipient is in good standing with the University. First preference shall be given to a female member of a state- or federally-recognized American Indian tribe; however, if a suitable candidate cannot be identified, the preference does not apply.

Pearlie Locklear Endowed Memorial Scholarship

Awarded annually to a Native American student majoring in Early Childhood Education, the scholarship is made possible by gifts from the Pearlie Locklear family. The recipient will be selected on the basis of academic achievement and financial need. The scholarship may be renewed as long as the recipient is in good standing at the University.

Josephine B. Lucente Endowed Scholarship

This scholarship was established by Mrs. Josephine Burnett Lucente, an alumna of UNCP and retired elementary school teacher, so that aspiring teachers may reap the many benefits of a college education and a teaching career. The scholarship is to be awarded annually to a sophomore or junior elementary education major with a strong background in basic skills such as reading and mathematics. Recipient must maintain a minimum 3.0 GPA, be in financial need, and be of good character.

Lumbee Regional Development Association (LRDA) Early Childhood Development Endowed Scholarship*

The Donor wishes to help students seeking a degree in Early Childhood Education (Birth through Kindergarten) by establishing the LRDA Early Childhood Development Endowed Scholarship. Candidate selections shall be based upon: a Robeson County resident of full-time enrollment; classification as a Junior; an Early Childhood (Birth to Kindergarten) major; adherence to the minimum University QPA; and, of demonstrated financial need. The award shall be made half in the Spring and half the succeeding Fall.The Ministry Through Education Endowed Scholarship

This scholarship was established by a donor to assist students who aspire to serve their fellow man and community through ministry. The recipients will be either full- or part-time undergraduate students with a major in Religion, Religious Education, or Education with a concentration in Religion. Recipients must maintain a minimum University QPA.

The George H. Martino Endowed Memorial Scholarship

His daughter Georgiann M. George established this scholarship in loving memory of Mr. George H. Martino. Mr. Martino lived his life as a positive example to all who had the joy of knowing him. He was a quiet and compassionate man, a good husband, a loving father and a nurturing grandfather. He is remembered as an untiring volunteer who gave unselfishly to those less fortunate than he was.

Candidate for award of this scholarship shall be a full time undergraduate student at The University of North Carolina at Pembroke in any year of study. They must have a declared major in Education and be of demonstrated financial need. Candidate must maintain a 3.0 QPA.

Ministry through Education Endowed Scholarship

This scholarship was established by a donor to assist students who aspire to serve their fellow man and community through ministry. The recipients will be either full- or part-time undergraduate students with a major in Religion, Religious Education, or Education with a concentration in Religion. Recipients must maintain a minimum University QPA.

Charlie H. Moore and Marie Sampson Moore Endowed Memorial Scholarship*

This scholarship was established by Mary M. Moorehead to honor the memory of her parents

who lived in the Prospect community near the campus of UNCP. Mr. Moore graduated from the Cherokee Indian Normal School in 1930 and taught for many years in the Robeson County Schools. Mrs. Moore was a homemaker. This award is given in recognition of the Moores as nurturing parents and contributing citizens. The recipient of the annual award shall be a full-time junior or senior education major who plans to teach in the public schools. Priority will be given to a candidate whose emphasis is on elementary education. The recipient must maintain at least a "B" grade point average to receive and maintain the award. Financial need may also be a consideration. The award is renewable.

Al Parnell Endowed Memorial Scholarship*

Mr. Parnell, respectfully known as "Mr. P" by his students, taught history, social studies, and citizen education for 29 years in the Public Schools of Robeson County. His career included terms at Pembroke Sr. High School and Purnell Swett High School, formerly known as West Robeson High School. Along with his teaching responsibilities, "Mr. P" coordinated the Student Government Association (SGA), the concession stand in school and at all the sporting events, and the Teacher Cadet program; coached the girls' tennis team in the fall and the boys' tennis team in the spring; assisted with dances and proms; and took Purnell Swett High School students for tutoring once a week at Prospect School. He was a member of the Robeson County Fair Board and served in the past as Board president. He was active in his church, Beulah Baptist Church of Lumberton, N.C., serving as deacon, Sunday School superintendent, and Sunday School teacher. For the past four years since his retirement from the Public Schools of Robeson County, Al had taught Social Studies at Dillon High School in Dillon, South Carolina.

The recipients of this scholarship shall be Robeson County residents and graduates of the Public Schools of Robeson County pursuing a degree in Education. Recipients shall maintain a 2.5 QPA. The recipients shall be undergraduate students in any year of study. The scholarship is based on demonstrated financial need. The award is renewable.

Progress Energy Endowed Scholarship (Formerly the CP&L Scholarship)

This scholarship is awarded to an Education major with a GPA Status of 3.5. The student must be pursuing a teacher certification in Math or Science and demonstrate academic excellence, leadership potential and desire to succeed.

Progress Energy Teaching Scholarship

This scholarship is awarded to an Education major with at least a 3.5 GPA. The student receiving this scholarship will demonstrate academic excellence, leadership potential (involvement in university clubs/organizations and nonprofit and religious organizations), and the desire to succeed.

Prospect High School Class of 1959 and Faculty International Travel Fund

Ken Strickland wishes to create the Prospect High School Class of 1959 and Faculty International Travel Fund in honor of his teachers and classmates whose inspiration and encouragement helped him attain success in life. The goal of this travel fund is to provide financial assistance to teacher education majors at UNCP who are natives of Robeson County, and are committed to teaching in the Public Schools of Robeson County once they graduate. The Donor feels strongly that exposing future teachers to foreign cultures and societies are a means of enriching their educational experience and bringing those experiences back to their classrooms.

Funding shall be awarded to assist a teacher education major traveling abroad in a student exchange program. The recipient must: (1) demonstrate financial need; (2) be a native or current resident of Robeson County; (3) be a product of the Public Schools of Robeson County; and, (4) commit to teaching in the Public Schools of Robeson County if a teaching position is offered to them. The recipient can participate in international travel during any portion of the academic year, summer sessions included, in order to qualify. The recipient shall be admitted to the teacher education program and have a minimum 2.8 QPA.

The Dean of the School of Education will determine the educational value of the travel as it relates to the Donor's wishes to bring other cultures to the classrooms in Robeson County and may

present a pool of candidates to the Financial Aid Office for consideration. The award shall provide travel assistance to as many students as funds will allow as determined by the financial aid office in consultation with the Dean of the School of Education.

The scholarship is to be used for travel related expenses and is not to be used to pay tuition, fees, etc. If no student qualifies for the travel award, then the funds will remain for awarding in a future academic year.

William Lonnie Revels, Sr., Memorial Scholarship

The Donor wishes to establish this scholarship—a tribute to her husband's lifelong commitment to education, entrepreneurship, and his American Indian heritage—to encourage and financially assist young American Indian students pursuing an education at UNC Pembroke.

The recipients of the William Lonnie Revels, Sr. Memorial Scholarship shall be native residents of North Carolina majoring in American Indian Studies, Education, or Business at UNCP. The awards should rotate within these majors—the first year awarded to an American Indian Studies major, the second year to an Education major, the third year to a Business major with a Concentration in Entrepreneurship, etc. Recipients must maintain a 2.5 QPA and be full-time undergraduate students in any year of study. The award will be made to a member of a state- or federally-recognized American Indian tribe who is of demonstrated financial need in the fall and is non-renewable.

Robeson County Retired School Personnel Endowed Scholarship*

Established in 2001 by its namesake organization, this scholarship is designed to provide support to a teacher education major. The recipient will be a resident of Robeson County, NC with a major in teacher education. Recipient must maintain a minimum university QPA, demonstrate financial need and be a full time undergraduate student. The award will occur half in the fall and half in the spring, can be made in the junior year of study and is renewable.

Sheltering Home Circle of The King's Daughters and Sons Endowed Scholarship* (Not to be awarded until Fall 2014)

This fund shall be used to provide support for a full-time rising Junior or Senior student (or students) studying to become an elementary classroom teacher in grades K-6. The recipient shall be selected in accordance with the following criteria: has completed two years of study in the School of Education; has maintained at least a 2.5 GPA; is a resident of North Carolina; exhibits financial need; exhibits integrity, moral standards, and service through community and campus involvement to the satisfaction of the scholarship committee; and is an enrolled member of a state- or federally-recognized Indian tribe, with preference to a member of the Lumbee Tribe.

Jepty Patrick Strickland Endowed Scholarship*

Ken Strickland, a businessman of Mclean, VA, a native of Robeson County, and a graduate of Prospect High School class of 1959, wanted to provide an educational opportunity to UNCP students while honoring his father, Jepty Strickland. Therefore, he established the Jepty Patrick Strickland Endowed Scholarship.

His father, a Lumbee Indian, was a farmer in Robeson County and a lifelong member of St. Anna Church, believing strongly in the importance of religion in everyday life and in providing service to his community and fellowman. Mr. Jepty was committed to education for his children and worked diligently to provide guidance to his family towards that end.

Awards from this scholarship shall provide tuition assistance to candidates in their junior or senior year of study who are seeking a degree in: (1) teacher education; (2) Business; or (3) Science at UNC Pembroke. Through the year 2020, first preference shall be given to a candidate from a state- or federally-recognized American Indian tribe. However, in the absence of a qualified American Indian candidate, the scholarship shall have no racial or ethnic preferences. After 2020, this scholarship is open and available to all races, creeds and nationalities. The recipient must show promise, be of demonstrated financial need, and be a native or current resident of Robeson County. The recipient must maintain a minimum 3.25 QPA to be eligible for the scholarship. The scholarship is renewable as long as the requirements continue to be met.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Cecil A. And Frances Butler Endowed Scholarship in Physical Education

Established in 1989 by the Cecil A. Butler Family, this academic scholarship is awarded annually to the student major (sophomore rank or above) who has the highest QPA in the Department of Health and Physical Education. The scholarship is renewable provided the highest QPA is maintained.

Kenneth P. Johnson Endowed Scholarship in Physical Education

The Kenneth P. Johnson Endowed scholarship, named in honor of the revered UNCP Physical Education professor and coach, is awarded annually to a UNC Pembroke student majoring in Health, Physical Education, and Recreation.

William Molan "Big Mo" Strickland Memorial Endowed Scholarship*

The scholarship was created to remember "Big Mo" Strickland and to honor his unrelenting efforts and desires as a volunteer to improve the quality of Robeson County's athletic programs through encouragement, advice and mentorship of student athletes.

The recipient of this scholarship shall be an athlete with a major in the Health and Physical Education Department earning a minimum 2.5 QPA. He/she must be a native of Robeson County, NC, a graduate of Purnell Swett High School and qualify under FAFSA guidelines for financial assistance.

SCHOOL OF GRADUATE STUDIES

Caring Touch Home Health Care Endowed Scholarship

The Donor wishes to award an MBA student who demonstrates leadership potential. The recipient must have completed or will complete 30 semester credit hours in the MBA program by the conclusion of the semester when the award is presented.

The recipient of the Caring Touch Home Health Care Endowed Scholarship will be a graduate student in the Master of Business Administration program. Recipients must maintain a minimum of 3.0 QPA and occupy either full- or part-time status as a graduate student at UNC Pembroke. The award will be made in the Spring semester and is not renewable.

SPECIALIZED SCHOLARSHIPS

ATHLETIC SCHOLARSHIPS

The Braves Club Endowed Athletic Scholarship

The scholarship, created by the members and friends of The Braves Club, is designed to reward academic achievement of UNC Pembroke athletes. This award is given annually to one male and one female athlete for their senior year. The recipient will have completed at least two years of study at UNC Pembroke. It is provided to those students with the highest QPA with a minimum of 3.0.

The Tecumseh B., Jr. & Eva Brayboy Endowed Memorial Baseball Scholarship*

The children of Tecumseh and Eva Brayboy established this scholarship in 2000 to recognize and honor the values and beliefs of their beloved parents. The recipient of the Tecumseh B., Jr. and Eva Brayboy Endowed Memorial Scholarship will be a resident of North Carolina who meets all minimum University academic standards, is of proven financial need, is an athlete in good standing on the baseball team, and a full time student. First preference shall be given to an athlete who is a member of a state- or federally-recognized American Indian tribe. One award shall be made and shall be paid half in the fall and half in the spring. The award can be made to a student in any year of study and is renewable.

The A.G. "Tunney" Brooks Student Athlete Scholarship Award

The Donor wishes to honor the longtime Athletic Director and Coach of Football, Basketball and Baseball at Lumberton High School. Throughout his tenure as coach and Athletic Director of the

Pirates, Coach Tunney instilled the values of sportsmanship, teambuilding, and healthy competition, while he challenged his players to give their all. The young men who played for him, and the fans who rooted for his teams, value forever the legacy he built – both on and off the field – during his tenure.

The recipients of The A.G. "Tunney" Brooks Student Athlete Endowed Scholarship should be UNCP Student Athletes of high character who demonstrate a genuine financial need. Following the awarding policy laid out in Item IV below, priority should be given first to Lumberton High School Athletes, then to Robeson County Athletes, and finally if no candidates can be found, the award will be open to all other student/athletes attending UNCP. Recipients are expected to maintain a minimum of 2.5 QPA and maintain their standing as a student athlete. The award is not renewable in order to make the funding available to as many student athletes as possible.

Mac and Sylvia Campbell Endowed Scholarship

This scholarship was established by the Campbells to recognize a member of the men's basketball team and a member of the men's golf team at The University of North Carolina at Pembroke who have demonstrated talent, commitment, and integrity. The recipient shall be a full-time student athlete. The scholarship will be available to a member of the men's basketball team in years ending in an even number and to a member of the men's golf team in years ending in an odd number. The scholarship award shall be the interest accumulated from the principal and be awarded in full in the fall. Award shall not be based upon financial need and is renewable.

Dallas "Mac" and Sylvia Campbell, Jr. Family Endowed Football Scholarship

The Mac and Sylvia Campbell, Jr. Family of Elizabethtown, NC, wishes to provide deserving members of the UNCP football team financial aid during the summer terms. The award is available to any member of the UNCP football team, and recipients are chosen through the recommendation of the Head Football Coach at UNCP. Incoming freshmen are eligible if permitted by NCAA regulations.

Jimmy Carroll Memorial Endowed Scholarship*

Established by parents and friends to honor the memory of Jimmy Carroll, a Lumberton High School athlete and life-long resident of Robeson County, this scholarship shall be awarded to an undergraduate student athlete who is eligible under NCAA academic requirements. Preference is given to a Lumberton High School graduate or, if none is available, a resident of Robeson County.

John L. Carter Student Athlete Endowed Memorial Scholarship (Not Fully Endowed)

This scholarship was established by family and friends of John L. Carter, the Donors, to honor John: an esteemed member of the Pembroke community; 1926 graduate of the Indian Normal School (to become Pembroke State College and then the University of North Carolina at Pembroke); former Registrar of Pembroke State College; and, avid supporter of athletics at Pembroke High School. Carter was deeply involved with the Pembroke High School Booster Club, known today as the Purnell Swett Booster Club, was a member of the Burnt Swamp Baptist Association, and a member of the Mt. Airy Baptist Church in Pembroke. Throughout his life, John L. believed in the values of sportsmanship and healthy competition, and built a legacy that this scholarship attempts to honor.

The recipients of the John L. Carter Student Athlete Endowed Memorial Scholarship shall be UNCP student athletes of high character and who are of demonstrated financial need. The scholarship shall be awarded to Robeson County natives who are members of an athletic team at UNCP. Recipients are expected to maintain a minimum of 2.5 QPA and maintain their standing as a student athlete with the NCAA Academic Guidelines. The award is renewable as long as the recipients continue to meet the above criteria.

Sammy Cox Baseball Endowed Scholarship

This scholarship is provided annually to a qualified member of the UNCP Baseball Team. The student will meet University academic standards. The award is renewable on an annual basis.

William Howard Dean Scholarship

This scholarship was established to honor the patriarch of the Dean Family, "Howard" Dean. Mr. Dean served as Athletic Director, Basketball Coach, Vice-Chancellor for Academic Affairs, and

Dean of Graduate Studies at The University of North Carolina between 1960 and 1992. Candidates must maintain a 3.0 QPA and be planning to participate in men's basketball at The University of North Carolina at Pembroke. The Head Basketball Coach and the Athletic Director shall serve as the selection committee.

Harold T. Ellen Endowed Baseball Scholarship

The Donors wish to honor the accomplishments and contributions of longtime UNCP Baseball Coach Harold T. Ellen with the establishment of this scholarship. Coach Ellen's lifelong commitment to education and athletics garnered him many personal awards including induction into the NAIA and UNCP Halls of Fame; however, he most cherished the friendships established and the knowledge that, through teaching and coaching, he made a positive impact on so many lives. This scholarship recognizes his legacy as a husband, father, coach, and teacher.

The recipient of the Harold T. Ellen Baseball Endowed Scholarship shall be a full-time undergraduate student and UNCP baseball player meeting NCAA and UNCP Athletic Department eligibility requirements. The recipient must maintain a minimum 2.5 QPA in his field of study. There is no preference to residency, subject major, or year of study. Demonstrated financial need is not a consideration and the scholarship is renewable. The recipient is to be selected by the Financial Aid Office with input provided by the UNCP Baseball Head Coach using the above criteria.

Dr. Ed Crain Endowed Track & Field/Cross-Country Scholarship

The Donor wishes to establish this scholarship to honor the accomplishments and contributions of Dr. Edwin W. Crain. He contributed much to the success of the UNCP Athletic Program and its student athletes primarily as Track and Cross-Country Coach.

The recipient(s) shall be full-time student athletes who are eligible under NCAA academic requirements. The scholarship will be available to any member of the Track or Cross-Country Teams at UNCP. The award is available to students in any year of study. The scholarship award shall be a minimum of $250.00 and be awarded in full in the Fall. Award shall not be based upon financial need and is renewable.

Joe Gallagher Basketball Scholarship (Not to be awarded until 2016)

This scholarship was established by teammates, players, and friends of Joe Gallagher to honor his achievements at UNCP and in life. Joe, a 1968 graduate, was the all-time scoring and rebounding leader in UNCP's basketball program and, for this reason, he was inducted into the UNCP Hall of Fame. Joe was an All-American during his days at UNCP, later coached at UNCP, coached for several other colleges and, eventually, the pros. Joe is loyal to his family, friends and his alma mater. The Donors want the recipient of this scholarship to emulate Joe's work ethic, loyalties, and his belief in family.

The recipients of the Joe Gallagher Basketball Scholarship will be full-time undergraduate students in any year of study and must maintain the minimum University standard and the NCAA Academic Guidelines. There is no restriction of residency or major and the recipient must be of demonstrated financial need. The award is renewable as long as the recipient continues to meet the aforementioned criteria.

Lacey E. Gane Athletic Scholarship

The scholarship was established by the friends of Lacey E. Gane in honor of his many accomplishments and contributions. He contributed greatly to the success of the UNCP Athletic Program as golf coach, basketball coach and athletic director.

The scholarship will be awarded to full-time student athletes who are eligible under NCAA academic requirements. The scholarship will alternate each year between golf and basketball. It is available to students of any year of study.

The Glenn/Haigmeier Endowed Scholarship

This scholarship was established in 2000 by Allan Glenn based upon his experience of support and assistance during his years as a student and athletic trainer at the University. It also honors the memory of his father, Mr. Raymond Haigmeier who devoted many years to officiating baseball at the

University. This scholarship is designed to provide an opportunity for an athletic training student to have a portion of their education funded. Criteria for award of this scholarship include: the recipient of this scholarship shall be an undergraduate student at the University without regard to financial need, QPA, year of study or county/state of residence. One scholarship will be awarded half in the fall and half in the spring. The scholarship is renewable.

Willie R. Harris, Sr. Endowed Golf Scholarship

The scholarship has been established in memory of Willie R. Harris, Sr., a good friend of UNC Pembroke, ardent golfer, and former manager of Riverside Golf Course, Pembroke, N.C. The contributing founders of the scholarship were friends and relatives of Mr. Harris.

The scholarship is to be awarded annually to a qualified member of the UNC Pembroke Golf Team. The decision to renew the scholarship will be made each year based on the student's performance and academic standing.

Kenney Family Endowed Scholarship (Not to be awarded until Fall 2015)

This scholarship was created by friends, family, coaches, administrators, and Braves Club members in honor of the family of Mira and Dan Kenney and their five children—Geoff, Rebecca, Matt, Kyle, and Mack. Dan Kenney served UNC Pembroke in many leadership roles spanning five decades beginning in 1977, including those of a coach, director of athletics, faculty member, and chief of staff.

The recipients of the Kenney Family Endowed Scholarship will be student athletes who have been at UNC Pembroke for more than one year and exhibit the characteristics of the Kenney Family—including a strong passion for UNC Pembroke, integrity, positive attitude, and a commitment to teamwork. The recipients must meet NCAA Eligibility Standards and will be selected by the Director of Athletics or designee. Preference is for the recipient to be a rising senior with an interest in coaching, teaching, or administration as a career ambition.

Willie D. Mayes, Jr. Memorial Endowed Wrestling Scholarship

The scholarship is endowed by the fellow students, teammates, realties, and fraternity brothers of the late Willie Mayes. The scholarship is awarded based on need to a rising sophomore, junior, or senior wrestler who most exemplifies Willie's leadership and determination.

Ron Miller Endowed Athletic Scholarship

The children of Ron Miller wish to honor their father who dedicated his life to teaching, coaching, and the betterment of the communities he served. A native of Brooklyn, New York, Ron Miller joined the Pembroke State basketball squad in 1961 after transferring from Edwards Military Institute in Salemburg, NC. Ron graduated from Pembroke State College in 1963 with a B.S. in Health and Physical Education and went on to become a successful high school teacher and coach. Over his 37-year coaching career with both men and women, he won over 600 games, including the 1993 NCHSAA State 4A Championship with South View High School in Fayetteville, NC. Coach Miller remained very active with UNCP throughout his career and after retirement.

The scholarship is open to any UNCP student-athlete or support personnel (manager, statistician, etc.) in any year of study and is renewable. The recipient shall be a South View HS graduate, have a minimum 2.5 QPA, and be a full-time undergraduate student. A committee appointed by the Director of Athletics will select the scholarship recipient.

Carl R. Peed Endowed Basketball Scholarship for Leadership

The Donor dedicates this scholarship to two great coaches and mentors, Lacey Gane (UNCP) and Charlie Bishop (Hamlet High School), and his former UNCP teammates, all of whom taught him the importance of teamwork and gave the Donor the skills to be successful in life beyond the court. This scholarship is to be awarded to the individual who best exemplifies the values that Coaches Gane and Bishop taught: trust, respect, responsibility, self-discipline, hard work, confidence, strong work ethic, and the will to always strive to win, even when faced with defeat.

The candidate shall be a player who makes a significant contribution to the UNCP men's basketball team who excels on the basketball floor, and who demonstrates leadership qualities not

only on the basketball court—practice and games—but in day-to-day life around campus and in the community. Demonstrated leadership qualities include, but are not limited to, giving one's all and high moral and ethical standards as reflected by UNCP and its athletic program.

Candidate for award of this scholarship shall be a full-time student in the second semester freshman through senior year of study at The University of North Carolina at Pembroke maintaining the minimum university QPA. There is no restriction of residency or major. Demonstrated financial need may be considered.

Raymond B. Pennington Endowed Scholarship

The Donor wishes to honor the patriarch of the Pennington Family who served as Athletic Director, Baseball Coach, Golf Coach, Dean of Men and Chair of the Physical Education Department during his tenure at The University of North Carolina at Pembroke. The candidate for award of this scholarship shall be a full time undergraduate student in any year of study at The University of North Carolina at Pembroke and a member of the men's baseball team maintaining NCAA eligibility. The award shall not exceed $600 per year to one student. The award will be renewable pending available funds. The UNCP Baseball Coach and Athletic Director will conduct selection of the recipients.

Coach Mario and Elizabeth Poletti Memorial Scholarship for Service

The children of Coach Mario and Elizabeth Poletti wish to honor their mother and their father, who dedicated his life to teaching, coaching, and service to family, church, and community.

The scholarship is open to a UNCP football student-athlete in any year of study and is renewable. The recipient shall be a business major (or intend to study business if no major declared), have a minimum 3.0 QPA, be a full-time undergraduate student, and show a record of previous service to family, church, school, and community. Selection will be made by a committee appointed by the Dean of the School of Business and will include the current UNCP Football coach.

Nathaniel Powell Cross Country/Track & Field Scholarship

The donor wishes to promote the efforts of UNCP Cross Country/Track & Field. Nathan Powell was an outstanding performer for the UNCP Cross Country/Track & Field teams in the mid-late eighties. An All-District 26 performer and team member on multiple District Championship squads, Nathan still has one of the top 10 fastest cross country times in UNCP history (26:17/8K in 1986 at The Citadel Invitation). Nathan wishes to give back to the university that gave to him and provide assistance to a UNCP student-athlete.

Recipients must maintain NCAA eligibility and will be selected at the discretion of the Head Cross Country/Track & Field Coach.

Trina Riddle Endowed Scholarship for Women's Athletics

The Donor wishes to assist students at UNCP by establishing the university's first endowed scholarship designed specifically to enhance the women's athletic program. The primary requirement for candidates for award of The Trina Riddle Endowed Scholarship for Women's Athletics shall be any female participating in varsity athletics at The University of North Carolina at Pembroke. All candidates must be full time undergraduate students in any year of study and maintaining at least the minimum university standard QPA in any field of study. There are no geographic stipulations associated with this award. The award will be made half in the fall and half in the spring. The award will be renewable if funds are available.

John W. (Ned) Sampson Endowed Men's Basketball Scholarship*

This scholarship was established by his family in honor of the many years of service of "Mr. Ned" (class of 1953 and Hall of Fame member) to Magnolia School as well as his contributions to the University. The scholarship is designed to assist deserving young athletes who might not otherwise realize the dream of a university degree. The scholarship is awarded annually to a basketball player, with priority given to a Robeson County resident.

William Molan "Big Mo" Strickland Memorial Endowed Scholarship*

The scholarship was created to remember "Big Mo" Strickland and to honor his unrelenting efforts and desires as a volunteer to improve the quality of Robeson County's athletic programs

through encouragement, advice and mentorship of student athletes.

The recipient of this scholarship shall be an athlete with a major in the Health and Physical Education Department earning a minimum 2.5 QPA. He/she must be a native of Robeson County, NC, a graduate of Purnell Swett High School and qualify under FAFSA guidelines for financial assistance.

UNCP Alumni Soccer Endowed Scholarship

The scholarship was established to enable alumni, parents and friends of the University to provide assistance to the sport of soccer at the University. Recipient(s) may be currently enrolled or incoming soccer player(s). Award is based on athletic ability in the sport of soccer. Recipient(s) will be bound by the stipulations of the University athletic grant-in-aid agreement. The award is renewable on an annual basis.

UNCP MERIT SCHOLARSHIPS

Students qualifying for UNCP Merit Scholarships are selected on the basis of academic aptitude, achievement, motivation, and recommendation of the high school counselor. The following privately funded scholarships are offered under the UNCP Merit Scholarships:

Marion F. Bass Endowed Scholarship

This scholarship was established by Mr. Marion F. Bass, an alumnus of UNC Pembroke and President of Marion Bass Securities Corporation of Charlotte, NC and New York. The scholarship is to be awarded annually to an academically gifted student. The award will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

Harry Hutchison Gibson Endowed Scholarship

The Gibson scholarship is to be awarded annually to an academically gifted student. It will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

Gibson-MacLean Endowed Scholarship

This Chancellor's Scholarship was established by Dr. Hector MacLean and Dr. M. Carr Gibson of Lumberton, N.C. The scholarship is to be awarded annually to an academically gifted student. The award will normally be renewed to the recipient as long as the student remains in good academic standing at the University. The decision regarding renewal will be made annually.

Joseph B. Oxendine Endowed Scholarship

This scholarship was established by Chancellor Emeritus Dr. Joseph B. Oxendine along with numerous friends and colleagues. Dr. Oxendine believes strongly in the importance of education and has devoted his career to students. The scholarship shall be awarded annually to an academically gifted student. The decision regarding renewal shall be made annually.

AWARDS AND GRANTS

ALUMNI-SPONSORED AWARDS

The Robeson County Alumni Award*

The donors strongly believe in the quality of education that The University of North Carolina at Pembroke provides its students. Therefore, members of the Robeson Alumni Chapter have joined together to create an award that will provide financial assistance to a student in pursuit of a higher education degree.

This endowment is designed to assist a student from Robeson County whose immediate family member is an alumnus/a of The University of North Carolina at Pembroke. Immediate family member

shall be defined as father, mother, grandparent, or a relative providing proof of legal guardianship. A minimum 2.5 QPA is required with the candidate enrolled as a full-time undergraduate student in the sophomore, junior, or senior year of study. There is no required field of study.

The award shall be provided on a yearly basis in two equal sums, half in the fall and half in the spring. The award is renewable if funds are available. The recipient shall be selected by the University Scholarship Selection Committee.

GENERAL AWARDS

Kyle and Sarah Carter Annual Award for Study Abroad

Because the Donors believe in the value of student study abroad, which provides student scholars with an opportunity to develop a broader understanding of the world as they receive a part of their education in an international environment, they have established an annual scholarship award. The student scholar who will receive this award should be chosen by the International Programs staff members based on the following criteria: the recipients must reach junior status by the time of their travel and must have a minimum of a 3.0 GPA.

Dr. Collie Coleman Award

This award was established by Mr. Robert Canida, the first African-American Director for UNCP's Office of Multicultural and Minority Affairs, and Mrs. Annie Coleman, Assistant Dean of Research Services in the Mary Livermore Library at UNC Pembroke and widow of Dr. Coleman, in honor of her late husband, the first African-American Associate Vice Chancellor for Outreach at UNC Pembroke. The Donors wish to memorialize Dr. Coleman as a true educator, mentor, community activist, leader and visionary. Dr. Coleman will always remain in the hearts of those that truly knew him as "A Somebody!"

The purpose of this fund is to provide an award to a member of UNC Pembroke's National Pan-Hellenic Council (NPHC) who exhibits academic excellence. In the event that the NPHC shall become non-existent, the Donors would like for the award to go to the office/department responsible for overseeing University Diversity Initiatives.

The recipients of the Dr. Collie Coleman Award shall be natives of North Carolina; but there is no restriction to county. Recipients shall: (1) be undergraduate students in either the sophomore, junior or senior year of study; (2) maintain a 3.0 QPA; (3) be a current member of good standing of the UNCP National Pan-Hellenic Council (NPHC); and, (4) be of demonstrated financial need. The award, made in the spring of the year, is renewable.

The Dean Elinor F. Foster Scholarship Award

The Donors wish to establish the Dean Elinor F. Foster Award in honor of former dean of the Mary Livermore Library, Dr. Elinor Foster. It is a non-endowed fund to assist at least one to two undergraduate students per year at UNCP, depending upon fund availability. The purpose of this fund is to provide financial assistance with tuition and fees.

Candidates for consideration of this award shall be full-time undergraduate students in the sophomore, junior, or senior year of study at UNCP meeting a 3.0 minimum QPA standard restriction. Candidates may be pursuing a degree in any major. Candidates do not have to demonstrate financial need, and the award is renewable, but candidates must reapply each semester.

When awarded, the award shall be $500.00 per semester or a single semester award of $1,000 per school year and shall be credited to the recipient's account.

Ellen Hubbard Child Care Fund

The Donor wishes to provide financial assistance to single-parent families working toward degrees at UNCP with children in need of day care. The donor recognizes that parenting puts additional stressors, financial and otherwise, on parents, and therefore the fund is designed to encourage applicants to begin or continue educational pursuits by providing assistance with day care expenses.

The recipients of the award will be either new students with confirmed enrollment at UNCP

or returning students. Applicants may include single-parent mothers or single-parent fathers with children currently enrolled in day care, or who will enroll children in day care upon the receipt of funds. There is no restriction of residency, major, status, or year of study; however, the recipients shall maintain a minimum 2.5 QPA. The Donor wants to encourage the pursuit of an education by providing financial assistance for applicants with the most demonstrated financial need and who are strongly motivated to obtain a college degree. The award is renewable as long as demonstrated financial need exists.

Sarah and Louis C. LaMotte, Sr. Award*

This award was established in memory of Sarah Hunter LaMotte and Louis C. LaMotte, Sr., who lived in Maxton for over 40 years and who loved the people of Maxton. Dr. LaMotte was a Presbyterian minister and President of Presbyterian Junior College from 1939-1961, and Sarah LaMotte was an English teacher. They were especially pleased to have been of help to promising students who needed financial assistance to attend UNCP. The recipient of the award must be a full-time student enrolled with the intention of earning a BS or BA degree. The recipient must be a resident of Maxton, NC. The award is based on demonstrated financial need, good citizenship and responsibility. Although not limited in area of study, some preference will be given those aspiring to be teachers.

William A. Roach/Lumberton Rotary Club Award*

The award was established in memory of William A. Roach, a charter member of the Lumberton Rotary Club. It is awarded annually to a deserving student who is a resident of Robeson County who is in financial need and has demonstrated scholastic and leadership abilities.

Rust Enterprises Award

The Donor wishes to make it possible for employees of Rust Enterprises' McDonald's to be eligible for a scholarship award that will assist them in their quest for higher education as students at the University of North Carolina at Pembroke.

A recipient of the Rust Enterprises Scholarship Award will be either an entering or enrolled student who is employed by Rust Enterprises, Inc.

To be eligible to receive the scholarship, the employee must be either entering UNCP and therefore accepted for admission in the coming fall term, or an enrolled student who matches UNCP's requirements for graduation by maintaining a 2.0 GPA. The student must have been employed by Rust Enterprises, Inc., for at least 3 months, averaging at least 24 hours per week.

UNCP Friends of the Library Book Award

The Donors wish to establish The UNCP Friends of the Library Book Award, a non-endowed fund, to assist at least one or more undergraduate or graduate students per year at UNCP, depending upon fund availability. The purpose of this fund is to provide financial assistance with textbooks and/or course-related materials.

Candidates for consideration of this award shall be full-time or part-time undergraduate or graduate students in any year of study at UNCP meeting a 3.0 minimum QPA standard restriction. Candidates may be pursuing a degree in any major. Candidates must demonstrate financial need and the award is renewable but candidates must reapply each semester.

When awarded, the award shall be $250.00 per student per award and shall be credited to the recipient's account.

COLLEGE OF ARTS AND SCIENCES AWARDS AND GRANTS

Angela Sharon Smith Award*

The Donor wishes to honor the memory of a former friend, alumna, and Pi Lambda (Zeta Phi Beta) sorority sister by establishing this award in her name.

The recipients of the Angela Sharon Smith Award will be residents of Bladen County majoring in math, science, or pre-law. Recipients must maintain the minimum University QPA standard and

be of demonstrated financial need. The recipients shall be a sophomore, junior, or senior of either full-time or part-time status. First preference goes to a recipient working toward an undergraduate degree; however, in the event that an undergraduate candidate does not qualify, consideration may be given to a graduate student determined to have a circumstance of special need. The award will be made half in the fall and half in the spring and is renewable annually as long as funds have been made available by an outright contribution each year.

DEPARTMENT OF AMERICAN INDIAN STUDIES

Pembroke Chamber of Commerce Award

This award was established by the Pembroke Chamber of Commerce and is to be awarded to qualified students majoring in American Indian Studies.

Martin H. Perry American Indian Studies Research Fund

The Donor, prompted by a love of North Carolina American Indian history, contributed a gift to the Department of American Indian Studies at the University of North Carolina at Pembroke.

In grateful appreciation of the donor's generosity, and to honor him, the Department of American Indian Studies shall establish a research fund and shall name this fund the Martin H. Perry American Indian Studies Research Fund. The fund, restricted to the Department of American Indian Studies, is to provide financial assistance to either a faculty member performing American Indian research, or a junior or senior majoring in American Indian Studies, maintaining a 3.0 QPA, and performing American Indian research.

DEPARTMENT OF BIOLOGY

Environmental Achievement / Sustainable Agriculture Achievement Award

The Donor wishes to recognize scholastic achievement in students in both the Environmental Biology degree and the Sustainable Agriculture track of Biology.

The Environmental Achievement / Sustainable Agriculture Achievement Award will be given to two students each year. The award will be split evenly between the student with the highest GPA who is pursuing a degree in Environmental Biology track and the student with the highest GPA who is pursuing a degree in the Sustainable Agriculture track. The award will be made in the fall semester and is renewable to the same student if applicable. It may be given to a full time student at any level. Financial need shall not be a consideration.

DEPARTMENT OF ENGLISH, THEATRE, AND FOREIGN LANGUAGES

English Education Internship Award

This award was established by colleagues and friends of Virginia P. (Ginny) Jones, who served as Coordinator for Undergraduate English Education for ten years until her retirement in December 2012. The award is to be made in the spring semester to a senior English education major who is in need of financial assistance during her/his internship.

The recipients of the English Education Internship Award will be in their senior year with a major in English education. Recipients must maintain a minimum of 2.5 QPA and be full-time undergraduate students. The award will be made in the spring semester and is not renewable. Financial need should be a consideration.

DEPARTMENT OF HISTORY

The Loren L. Butler II History Award

This award was established by Loren L. Butler, II, Professor Emeritus of History, whose 28 years on the faculty of UNCP have prompted him to set up a fund.

The recipient will be a student majoring in History, with preference going to a student interested in pre-1600 European History. Recipient must maintain a minimum of 3.0 QPA and be in the sophomore, junior, or senior year of study. The award will be made in the fall and is renewable at the discretion of the department, if funds are available.

The Nancy Jones-Dorothy Hupp Memorial Award*

The Donors wish to honor the memory of Nancy Jones and Dorothy Hupp. Two awards will be presented, one in the fall and one in the spring. Candidates awarded shall be residents of North Carolina, non-traditional females majoring in History (including SSE and American Studies concentrations). Candidate selections shall be based upon: part-time or full-time enrollment (minimum of 6 hours, except for graduate students); classification as a Junior, Senior, or Graduate Student; and, a minimum of a 3.2 QPA. Each award will be worth $250.00.

Sons of the Revolution, North Carolina Society, American History Award

The donors wish to contribute to the educational support of students majoring in American History whose field of study concentrates on the Revolutionary Period and/or the period of establishment of the new democratic government of the United States of America through the establishment of The Sons of the Revolution American History Award.

This will be a one-year award of $1,000 and may be repeated in future years. The UNCP history faculty will select the recipient, who may be either a full-time or part-time undergraduate in any year of study. At the end of the academic year, the recipient will be required to submit to the Secretary of the Sons of the Revolution a typed research paper on an appropriate topic as part of the Chapter's evaluation process. The Chapter will reserve the right to publish the paper in its publications.

DEPARTMENT OF MASS COMMUNICATION

James A. Comstock Memorial Award

This award is awarded annually to students majoring in the field of Broadcasting and active with WNCP-TV. Recipients must possess exceptional grades across the curriculum. Students must maintain a 3.2 QPA in all courses.

DEPARTMENT OF MUSIC

The Presser Foundation Award

This substantial award, funded by the Presser Foundation, is given to a rising senior. It is based on merit and excellence and is determined by nomination and vote of the Music faculty.

DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Betty Jo Hunt Award*

The recipients of the Betty Jo Hunt Award will be residents of Robeson County, North Carolina, with a major in pre-law, political science, criminal justice, and/or an associated concentration of study. Preference should be given to a prospective student planning on pursuing a law school program upon graduation. Recipient must maintain a minimum of a 3.0 QPA and must be a member of a state- or federally-recognized American Indian tribe. The award will be made in the fall semester and is renewable.

DEPARTMENT OF SOCIAL WORK

Maurice Bodenstein-Holocaust Memorial Award in Social Work

This award honors the memory of Maurice Bodenstein, who survived the European death camps in World War II. After liberation, he became a social worker, assisting youngsters who survived the Holocaust. He helped them recover optimism and self-respect. This award is given to a Social Work major for the purchase of textbooks.

McMahon Achievement Award in Social Work

This award was established by Dr. Maria O. McMahon to further demonstrate her strong support for the efforts of the social work program at UNCP.

The cash award is given each year to a graduating minority social work student (Native American, African American, Asian, or Hispanic) who has demonstrated outstanding service to the UNCP Social Work Program and community.

Social Work Faculty Award

The Donors wish to provide financial assistance to social work majors to help fund their education. Candidate for award of this award shall be either a part-time or full-time undergraduate student of financial need in the junior or senior year of study, majoring in Social Work and maintaining a 2.5 QPA at The University of North Carolina at Pembroke. The candidate shall also be an active member of the Campus Association of Social Workers (CASW). There is no restriction to residency, and this award is non-renewable.

DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

Betty Jo Hunt Award*

The recipients of the Betty Jo Hunt Award will be residents of Robeson County, North Carolina, with a major in pre-law, political science, criminal justice, and/or an associated concentration of study. Preference should be given to a prospective student planning on pursuing a law school program upon graduation. Recipient must maintain a minimum of a 3.0 QPA and must be a member of a state- or federally-recognized American Indian tribe. The award will be made in the fall semester and is renewable.

SCHOOL OF BUSINESS AWARDS

Elkay Southern Award for the School of Business

The Donor's intent is to establish an award that will affirm and promote the enduring value of education and academic excellence. This award is meant to encourage and inspire recipients to recognize the importance and purpose of education as an essential tool for advancement and progression as it relates to improving the quality of ones life. The donor believes that education is a means of broadening ones horizons, not only in the pursuit of a career but also in the quest for a future that is open to the many opportunities that come with a strong educational foundation. The donor wishes to recognize the significant role education serves in business and economic development and long-term community sustainability.

Candidates qualified for this award shall be business majors pursuing an undergraduate degree at The University of North Carolina at Pembroke. The donor prefers that the recipient is a Robeson County native and plans, upon graduation, to reside and work in the Robeson County area. The School of Business may use its discretion as to determine the recipient that is most deserving.

DEPARTMENT OF ACCOUNTING AND INFORMATION TECHNOLOGY

The Accounting Students' Association Book Award

The Donors wish to establish The Accounting Students' Association Book Award, a non-endowed fund, to assist at least one undergraduate student per year at UNCP, depending upon fund availability, who is working toward a degree in Accounting. The purpose of this fund is to provide financial assistance with textbook purchases.

Candidate for consideration of this award shall be a full time undergraduate student in the sophomore, junior or senior year of study at UNCP meeting a 2.0 minimum QPA standard restriction. Candidate must be an Accounting major who has completed and passed ACC227 or ACC228, or the equivalent, with a "C" or better. Candidate does not have to be of demonstrated financial need, and the award is renewable.

The Sandhills Chapter of North Carolina Association of CPAs Award*

The Donor wishes to support and encourage the accounting profession in North Carolina, and specifically in the Sandhills region, by providing awards that will assist area students in the achievement of their educational goals. Because the Association and the Chapter are committed to the advancement of the profession among young people, this award has been established to promote accounting education and careers among students from the Sandhills region who may eventually choose to practice in this region.

Candidates for award of this award shall be residents of the Sandhills area, which is defined as Bladen, Columbus, Cumberland, Harnett, Hoke, Lee, Moore, Richmond, Robeson, Sampson, and Scotland Counties, with intentions of working within these same counties after graduation. Candidates will be selected based upon financial need as determined by the Free Application for Federal Student Aid (FAFSA) completed in the Financial Aid office prior to consideration. The candidate may be an entering freshman or returning student, full-time or part-time, undergraduate or graduate, in any year of study and maintaining a 2.5 QPA. The awards shall be presented by the Dean of the School of Business or his/her representative who will make the determination whether the award will consist of one $1,000 award (to be distributed $500 in the fall, and $500 in the spring), or two separate awards of $500 (to be distributed $250 in the fall, and $250 in the spring). The award will be renewable if funds are available.

SCHOOL OF EDUCATION AWARDS AND GRANTS

Lambda Chapter Teacher Grant-in-Aid*

ΔΚΓ as a society of educators is committed to continuous support for quality teaching. Lambda Chapter of the Delta Kappa Gamma Society International was chartered in April 1941 and has since that time offered a grant-in-aid to a prospective teacher. This grant is offered to a Robeson County resident in support of the continued need for quality education within its boundaries.

The recipients of the Lambda Chapter Teacher Grant-in-Aid shall be full-time undergraduate students in the senior year of study at UNCP with a major in Education. Recipients must be residents of Robeson County, North Carolina demonstrating financial need and maintaining a 3.0 QPA. The award will be made in the Fall and is non-renewable.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Dr. Mary Guy Beaver Memorial Award

The Donors wish to remember Dr. Mary Guy Beaver by establishing this award in honor of her eight years of dedicated service in developing the HPER and Athletic Department's recreation program and her many contributions to the recreation majors.

The recipients of the Dr. Mary Guy Beaver Memorial Award shall be recreation majors in their sophomore, junior or senior year of study. Recipients must maintain a 2.5 QPA and be full-time, undergraduate status. The award will be made in the spring and is renewable as long as funds are available and the recipient meets all criteria. Financial need is not a consideration, and there is no residency restriction.

SCHOOL OF GRADUATE STUDIES AWARDS AND GRANTS

Dr. Sharon Sharp Memorial Award

The Donors wish to honor the memory of a distinguished professor, friend, and colleague. The recipients of the Dr. Sharon Sharp Memorial Award will be residents of North Carolina with a major in Graduate Elementary Education or English Education. Recipients must maintain a minimum of 3.75 QPA. The award will be made beginning in the Spring of 2011 and is renewable.

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MAP KEY

1 Old Main
2 Arrowhead and Heritage Walk
3 Statue of Hamilton McMillian
4 Marquee
5 Oxendine Science Building
5A Greenhouse
5B Observatory
6 Moore Hall
7 Lowry Bell Tower
8 The Quad
9 Information Kiosk
10 Livermore Library
11 Water Feature, Bridge, Amphitheatre
12 D.F. Lowry Building
13 Locklear Hall
14 Jacobs Hall
15 Wellons Hall
16 Lindsey Hall
17 Carter Hall
18 ATM
19 Chavis University Center
20 Tommy Statue
21 University Center Annex
22 Givens Performing Arts Center
23 Baptist Student Union
24 Dial Humanities Building
25 Sampson Building
26 University Village Apartments
27 Soccer Field
28 Pinchbeck Maintenance Building
29 Cypress Residence Hall
30 Water Tower
31 Health Sciences Building
32 LRA Field (Softball)
33 Cox Field (Baseball)
34 Intramural Fields
35 Lumbee Hall
36 Tennis Courts
37 Jones Athletic Center
38 Auxiliary Services Building
39 Oak Residence Hall
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42 Education Center
43 North Residence Hall
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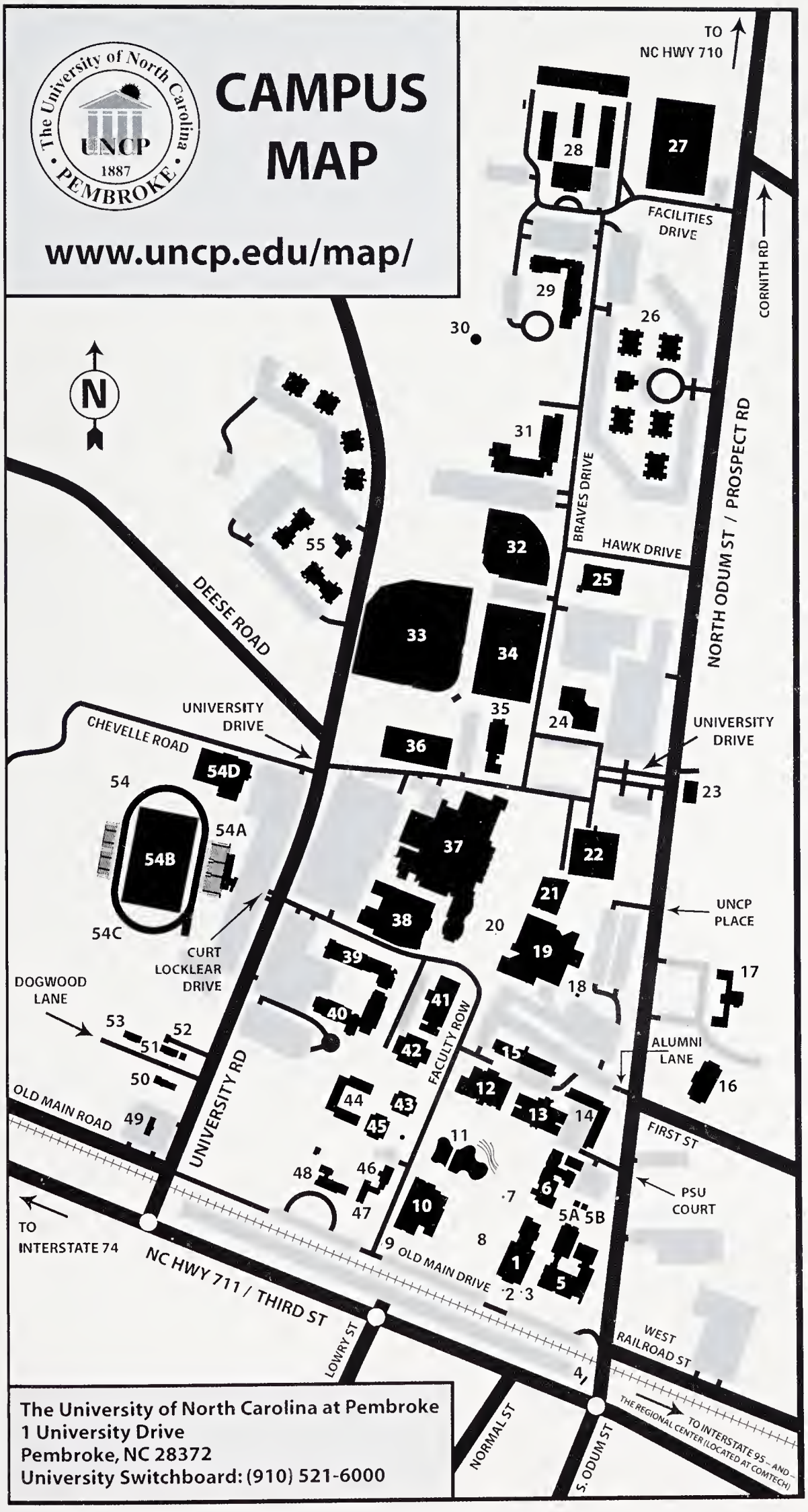
51 International Programs
52 International Guest House
53 Magnolia House
54 Belk Athletic Complex
54A Grace P. Johnson Stadium
54B Lumbee Guaranty Bank Field
54C Taylor Track
54D Caton Fieldhouse
55 University Courtyard Apartments



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